DOCUMENT RESUME

ED 023 731 UD 006 285

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The Institute for Tutorial Development, April 1967-1968 Final Report

United States National Student Association, Washington, D.C. Tutorial Assistance Center.

Spons Agency-Office of Economic Opportunity, Washington, D.C.

Pub Date 68

Note-175p.

EDRS Price MF-$0.75 HC-$8.85

Descriptors-Field Experience Programs, Individual Development, *Institutes (Training Programs), Internship Programs, *Leadership Training, Learning Theories, *Middle Class College Students, Program Content, Program Descriptions, Program Effectiveness, Program Evaluation, Program Proposals, Seminars, *Summer Institutes, *Tutorial Programs

Identifiers-Detroit, Michigan

Reported is a summer training institute for the directors and staffs of tutorial projects. The 30 interns were middle class college students who came to Detroit for a leadership training program combining field work, seminars, residence in disadvantaged communities, and intense personal and group interaction experiences. The goal was to develop strong tutors capable of social involvement as well as personal growth and understanding. The bulk of the report consists primarily of excerpts from journals kept by the interns during the course of the institute. Also included is an appendix containing relevant data on the project. An addendum consists of the project proposal, a paper on the process of individual growth within a learning theory context, some notes on the training institute, and an interim report prepared for the Office of Economic Opportunity, the funding agency. (NH)

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FINAL REPORT
ON THE
INSTITUTE FOR TUTORIAL DEVELOPMENT

April 1967-1968

Tom and Susan Isgar

UD 006 285
ED023731

Tutorial Assistance Center
USNSA
By Contract With
The Office of Economic Opportunity

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A LEADERSHIP TRAINING PROGRAM

Using Cross-Cultural Experiences

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By Contract with
THE OFFICE OF ECONOMIC OPPORTUNITY

A NOTE ON READING THE ITD REPORT

The report form is a style which evolved to meet the needs of the general readers as well as those interested in specific data and technical information. Without reading any of the material in the Appendix or Addendum sections, a casual reader can pick up information about the types of changes (and experiences which caused them) that middle class college students must under go if they are to become oriented toward social change. He can also delve into some practical learning theory and gain a clear picture of a middle class perspective of social problems without wading through too many technicalities.

We have used Appendix and Addendum sections to keep the flow of the body of the report and maintain a reasonable length. Important, relevant data is included in the Appendix, however, so please don't avoid it just because you might consider yourself a casual reader. In fact, should you be confused about something, check references to the Appendix and the situation should be clarified.

The Interim Report to OEO on the ITD, included in the Addendum, covers most of the information not included in this report. We would like to advise you to read it before getting very far along in this report since it can add insight to the training.

Susan and Tom Isgar

1968

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ITD REPORT

INTRODUCTION

College students have been doing fantastic jobs administering tutorials encompassing over 200,000 volunteer tutors and affecting at least 350,000 tutees every year. Considering the lack of experience and time, of project directors' and staff, the mere existence of tutorials is a major achivement.

In its effort to improve and facilitate the operation and increase the impact of tutorials as change agents, the Tutorial Assistance Center undertook a major training program for tutorial directors and staff through a contract with OEO; the ITD. The goal was to create stronger, more capable leadership for tutorials through a program of cognitive input and "real world" experience that would cause socio-political attitude change and personal growth. (The proposal is included as Addendum I.)

The ITD emphasized developing leadership qualities, since working with volunteers requires that tutorial directors be leaders as well as administrators. Without the ability to attract and keep tutors, the most brilliant planners are helpless. Thus, one of the primary goals of the training was to have the Interns improve their awareness of how groups function and to strengthen their ability to facilitate group interaction. Awareness of the individual is complimentary to awareness of the group, so the training also emphasized the importance of the individual in and outside of the functioning work group.

The training was based on learning theory evolved through the training program director's experience, evaluation of causes of his own growth, and study of recent literature about learning, growth, and training. (A full account of the theory is included as Addendum II). Essentially, the theory assumes that the best leaders are those who are aware of themselves...their strengths, weaknesses, etc...as well as those of others. They are people who can afford to take personal risks and make decisions, be candid and innovative without feeling threatened. They are honest with themselves and trust their ability to meet challenges. This realistic attitude and confidence allows them to deal with the full complexity of problems with courage and originality. The best leaders do not live with the delusion that they must or do know everything about their work; instead, they know where to find and draw upon resources that can provide them with the information needed. They also know how to work with people.

Since the thirty Interns involved in the training program would collectively have more cognitive knowledge of tutorials than had ever been assembled before, the staff was not as concerned about working with the "facts and figures" of tutorials as we were with developing the Interns' ability to use their own knowledge effectively and with helping them find a realistic perspective from which to view their work as part of a social change movement.

Our decision to favor this emphasis was based on the results of an "Evaluation of Needs" completed by the Interns and returned to us before the training and their responses to questions on their final applications, as well as our own inclinations. (A sample evaluation is included as Appendix I).

A combination of field work, seminars, community housing and intense group and personal interaction was formulated to give the

Interns a structure in which to grow during the eight-week session. The first week was devoted to orientation to the program and to Detroit; the next six weeks concentrated on seminars and field work; and, the last week was to have been spent on synthesis and re-entry (transference) problems.

Monday and Tuesday were seminar days during the middle period; Wednesday was 'project' day and, Thursday and Friday were devoted to field work. Weekends were free for the Interns who were encouraged to get to know their communities during this time. (A detailed listing of seminars and topics is included in Appendix II.)

The seminars generally emphasized building personal skills and ability in the dealing with people. This was done in the contexts of the community and the tutorial, so, while one week the Interns were learning how to work more effectively with people, (tutees) in tutorials, would be working with people in the community. In all seminars practical application of what was learned was emphasized.

Sparse or elaborate, the structure would have been useless for meeting the goal of building leaders if it did not provide real challenge. So, the Interns were challenged with the responsibility of direction their actions and activities within the structure and, several times, with reforming the structure. They had to actively participate, make personal and group decisions and implement those decisions or have no program. The staff adamantly refused to 'do the job' and forced the Interns into taking responsibility for their own lives.

This report is really not a report at all, but an autobiography of the Institute which has been written by the Interns in their journals. It is a biography because the ITD had no existence existence except in the people who lived it. The journals they wrote are extremely personal records of their training experience; a period of intense stress and tremendous growth. The Interns' words capture the essence of the Institute far more dynamically than any second-hand report could ever do. And, since it is impossible to write "about" growth and successfully prove that it occurred, we have chosen to let it reveal itself through the Interns' thoughts and reflections on their experiences.

Almost all of the Interns made entries in their journals and two-thirds did so quite extensively. They were asked to keep the journals for their own benefit as well as to aid the staff in evaluating the training, since the journals would give them a permanent record of their own growth. Entries were collected every few days in order to curtail the urge to edit and modify first versions into more "polite" language. In the beginning we collected the material with the understanding that we wouldn't read the journals until the end of the training, but we discovered after several days that the Interns expected and wanted us to read what they had written as we received it. The wanted the staff to know the problems they were working through even though they didn't want to talk about them directly.

Editing has been a challenge, and, in many instances, perhaps too many of the Interns' comments about a particular situation are included, but the variety of attitudes, reactions and thoughts is too great to be adequately represented by only one or two quotes.

A flyer announcing the ITD was sent to 1000 tutorial projects and campus work-study directors in early April 1967 (Appendix III). Interested students returned a request for the final application (Appendix IV). Those whose interest held up through the long application were considered for training. About 200 were received.

It was not possible to personally interview the applicants, so they were selected on arbitrary criteria: experience, age, sex, area of the U. S. from which they came, the quality of their answers on some questions about tutorials, and their reasons for wanting to attend the Institute. The selection was geared toward obtaining a cross-section of Interns in each of these areas. The applicants selected had experience ranging from none to three or four years, with the average being around one or two years. The average age was 19.5 years, in a range of 17-26. They were divided evenly between male and female. Orgins were scattered from Hawaii to New York City (Appendix V).

A number of Interns came as members of teams representing individual campuses with the teams ranging in experience from one which was working with a well established tutorial to one which would be going back to set up a new project. (Appendix V).

Before the *actual training* began, the Interns received a short paper about the ITD. ("Notes on the ITD" is included as Addendum III.) This explained the purpose of the summer and the non-directive format. We hoped that they would reduce Intern frustration with the non-directive element of the program by shaping their expectations somewhat toward expecting it. At the same time we requested the Interns to begin their journals.

Since the quantity of quoted material is so great, it has been differentiated from the rest of the body by being single-spaced. Individual Intern's quotes are separated by two spaces and quoted material separated from descriptive material by three spaces.

Editing of quotes has been minimized; it has been limited mainly to correction of spelling and grammatical errors that would have made comprehension difficult. In most cases, names of people and specific places have been deleted as a matter of discretion.

Please keep in mind the fact that the young people arriving at the Detroit airport are average students with a wide range of variety within that catagory. Only a few have questioned the value of tutorials and examined their "helping" role or seriously doubted that progress was being made.

ARRIVAL IN DETROIT

For a lot of the Interns, the trip to Detroit was their first plane ride, and they were excited about it. The prospect of spending almost a whole summer away from home while being paid for working with tutorials had put them in a mood of happy anticipation. Despite their excitement, they looked more apprehensive than anything else when they came into the Detroit air terminal from the planes. Each little group that had traveled together showed visible relief at finding someone there to meet them -- that there really was an ITD.

I guess I had the normal apprehensions about meeting new people -- I wondered if I measured up, whether everyone would be taller, bigger, smarter, etc. When I arrived in Detroit, I was pleased to find a highly diversified and extremely friendly group of people. I forgot to mention that I was pleased to know there was someone seventeen in the group. It gives you a certain sense of confidence to know someone is younger than you.

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... I am frightened about my lack of experience, but I don't think they will expect more than I am capable of giving. I am trying to keep an open mind and take things as they come so I will not have to change any preconceived notions. I picture this program as a means for me to develop my own leadership ability. But primarily, as a means to developing my program to its highest potential.

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I now have some feelings of inadequacy when I think of the other 29 Interns whom I expect will have either greater experience or intellect. I'm afraid to bring myself to contribute a fair share to group discussions. Many of my fears were calmed after meeting and talking with my fellow interns, as I found out some had no more experience or training than I, and I like them all so far.

- - -

The first reaction the Institute for Tutorial Development noticed immediately by myself was relief! The large and hawking staff with the old supervisor and his usually closed mind, which I totally expected, just wasn't around. I was also surprised by the ages of the staff personnel, the raring cross grade of differential representation of thought and cultures exhibited by the well-chosen group of interns, and the manner in which the director accepts the general ideas of all tutors present. Last of all, I was very relieved to know that everyone seemed to have a great deal in common, this being (that) no one knew exactly what we were actually going to do for the forthcoming weeks.

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I arrived at the airport and was greeted by two of the interns; I thought that this in itself was very impressive because this was the first step to get people knowing each other.

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When I came out here, I had no definite expectations; I wanted to learn, but I was scared, really scared. I didn't realize how scared I was until after that first session in the Casino (Ed.'s Note: The basement of the Earle Hotel where group meetings were held during orientation.) when everyone defined their needs and expectations; kids were speaking about Harlem, big city slums and problems, and I didn't have any experience. Some kids looked so absolutely sure of themselves. They had a certain air of superiority that seemed superhuman to me. I felt very inadequate to say the least.

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I'm not positive to what the duties and plans are for the work. I'm very ambiguous as to the responsibilities and problems I will face. To be truthful, I wonder whether I am capable to handle the work.

Apprehensions extended beyond personal adequacy to wondering if the goals of the training were adequate.

Group's general attitude: To make tutorials perfect working spokes in what? In a beat up, worn out wheel. Prod us to cause catalytic change agents. Do I do it?

OEO $ being used to bring kids from Portland here to be trained as tutorial leaders is unjust. It can only be justified if they're being trained as community organizers. There should be more white kids here from down South and more Black kids from anywhere. Scares me that kids may go home with only ideas on how to run perfect Tutorials, nothing else.

The Interns were also worried about living in Detroit...

Tuesday, June 20 - Apologies for not starting sooner. This is very different from what I expected. I was terrified of coming to Detroit -- mainly afraid of physical abuse.

- - -

What really shocked me was the item in which they requested us to bring along a sleeping bag. Can I get used to sleeping on a hard floor? And gods, what type of house will I be staying in for six weeks. I hope it's safe.

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...I didn't know if I'd have any social life for two months. I didn't know why I'd want to leave my air-conditioner, my stereo, my t.v., and my security.

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My first impression of the Tutors is that they despise dirt. Upper-middle class values. They are trying hard though.

Our feeling that the main need the Interns felt was for cognitive input about administration -- how to build a better tutorial, to oil the machinery -- and not for examination of the role of the tutorial as a change agent was reinforced. Successfully changing their interest would be a challenge.

...I am hoping to get much information about teaching materials, ways to motivate tutors (into) securing better community participation. Also, I hope to be able to get help in creating a more efficient and workable structure for (my tutorial). The setting up of a model tutorial and exposure to 29 other people should help me to reach these goals. (Ed.'s Note: The model tutorial plans were put aside soon after this because of limits on time and follow up.)

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I expect to pick up leadership abilities in running an organization. How to arrange the superficial details of attendance records, placement of tutors and tutees, follow up on absenteeism and so forth -- to get these things running smoothly so as to devote the bulk of my time to improvement of the aim of the program -- the education and enrichment of the tutees... Hope to gain some knowledge of how to go about contacting local community leaders and social service agencies.

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I think they are very different than a bunch of kids who might respond to an Institute for Community Action Leadership Development. That's not good, since all our aims should be toward community action -- tutorials seen as only one small part of it. Everyone should be here thinking they want to develop organizing skills not only in relation to organizing tutorials, but in relation to organizing communities...

Maybe it's very good getting less militant people into something like this. They can be worked with and convinced of the necessity for broad-based change. Working with a group of SDS-type organizers might not have been as meaningful 'cause they already have an orientation. But it's just sort of disappointing to me that I can't be surrounded by that type this summer. Not saying I can't get something really valuable from these kids, but I feel there are too many with only Tutorial on the brain...

Some sophisticated insights and speculation appeared in some of the Interns' reflections on their own abilities.

I expect two camps, maybe not that distinct: one wanting to learn how to run effective Tutorials, the other wanting to learn how to run effective change programs...for myself, I want to be able to be a bureaucrat, as it were...Can I initiate a new program, turn volunteers, kids, parents, etc. on to it and maybe have it continue when I leave? I think--hope--I can do it, but I need resources -- which I hope to be helped to learn to find, and I need personal "reinforcement" which I hope to get from the group, the Staff and especially the people I'm working with.

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Problems:

1. Physical stress.
2. Emotional stress -- 30 new people thrown together will knock themselves out just trying to "relate" to each other. We may drain our energy thru too much "love".
3. Sans guide stress -- Staff won't-hopefully-be group leaders. How long will it take for them to emerge and how dominant will they be. (Personally -- will I be able to keep my fat mouth shut at all?) Will the group --"select" as they are -- want that responsibility? If they don't, can they be made to assume it?
4. Committment level -- granting we can do little to change Detroit, how much will we want to put ourselves on the line in our communities, etc.?
5. Limitations of females.

ORIENTATION

We wanted to introduce the Interns to the life of the city-community but did not want to lose a lot of training time while they experienced culture shock, so we spent the week of orientation in a slum hotel for the first plunge. The reaction was strong.

...we all met at the airport and traveled by a big green bus to the Earle Hotel deep in the heart of the slumiest part of Detroit. The area looked pretty rough and the hotel looked almost like the dollar a day places in Los Angeles, that was the look from the outside and when we went in and saw the lobby halls and rooms, my estimation changed, it looks like a two dollar a day hotel...

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We are staying in the Earle Hotel, a third rate hotel in which several older white men have permanent residence -- this was quite unexpected. It looks rather shabby on the outside, but our rooms are "neat" there is only a bed spread and sheets for covers on our double bed. My roommate is from Texas Christian University in Fort Worth. Her home is in Washington D.C. with a family of eight kids. She is a freshman.

Our room overlooks a beautiful view of a dirty old alley. An alley can occasionally serve to remind us where we are.

The kids are just like anywhere else. There is a spontaneous friendliness and closeness which is developing as we joke and have fun. We all have something in common. We are here to learn and teach. Some say very little and others are exhibitionists.

We saw some kids -- with torn dirty clothes, but still kids.

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The Earle Hotel is a fascinating place, depressing, too. Old guys who sit around all day doing nothing, not moving. The cook in the Hotel had to ask that guy if he had eaten anything all day.

The way she gets so excited about our eating at her place. Almost pathetic.

The kids are from all over: Portland, Hawaii, California, etc. I dig that.

A. Have the people in the community been prepared, know we're coming, especially, in the hotel?

B. Do the people know they're being guinea-pigged for 8 weeks?

People are trying here very much to be honest. Also seeing this city as more friendly, open than home-base: maybe no good. Cause no one can easily see their home town as a learning experience. Too scary, too close. Here it's a lab for us so we see ourselves in a secure position. Not supposed to know anything. And we reinforce each other. Good thing to see your own home as a place where you can look back objectively

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Mother of God! What a place we're in! This place certainly has a history... Common sense (and mother) have told us never to walk alone in a city and now I really believe it... Perhaps the people don't care or feel this way, but I know I wouldn't want to bring my kids up in a neighborhood like this. Looking out of the window in (room) 226, I noticed the kids playing in this pigsty of a place. Now I wonder what will happen to these kids as they grow older. Kids are so innocent at birth, they have no choice of where they were born or to what income level. They all have minds that can be developed, yet, by accident of birth, some of these kids will never reach their full potential. As a detriment to society, they may regress to a life of crime. So often it is heard, by those who wish to hear, that it cost so much less to prevent crime by educating and working with the people than it does to punish, possibly rehabilitate them after the crime is committed. Now I'm getting off the main idea, but it is something I have been thinking about.

...I have always lived in the suburban areas and have never encountered the city problems. The city experience is new, and so far, I like it. But I don't like the poverty that is associated with the city and probably that is why I have shied away from the big city. The school and work problems which are both a part of the poverty seem to be an overwhelming problem.

Ventrues outside of the Earle opened a new world.

I have felt very sad about the slum area that I am exploring and I can be very thankful I grew up and lived where I do.

I have been talking to a great many members of the community, mostly older men that sit on the steps of their rooming house. Each one has a very unbelievable story to tell, but most of the stories relate to either their want for more money, sex or drinking.

I can't get over still the fluid prostitution of Detroit. If the prostitutes acted as they do here in Los Angeles or Santa Cruz, California, they would be hauled away by the wagon loads. I feel as though the city officials are lax in their roles and should be made aware that existence in a community where vice operates full tilt is bad for the children and breeds mistrust and insecurity.

The same incident as seen by two Interns...

Contrast par excellence tonite: From the park across the street from the Masonic Temple to the London Royal Ballet. In the park: old men, dirty kids, beaten down people. Then the Temple: The young, happy "culture set" all wonderfully and radiantly dressed, masses of them streaming at us. We snuck in -- the Ballet was wonderful and cheered us up a little.

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I was very upset by a walk we took during free time. ~~All~~ these ancient, tottering men who do nothing, all these raggedy kids, all these mothers who don't talk to their little children -- and then all these rich people parading thru the park to see the Royal Ballet at the Masonic Temple, totally oblivious to the wretched people around them. It was just horrible, and I am feeling very angry and upset.

The Interns developed a great casualness about their surroundings in order to compensate for the tensions they felt even though few really felt completely at ease. Some of the interns recognized the situation themselves.

Earle was a good beginning altho now we're all such veterans no one wants to admit to the culture shock which is a M-C (middle-class) hang-up and very depressing to hassle with...

Everybody is being very flippant. The Earle is posh, etc. It's like everybody is now a veteran and will never admit that they learned anything at the Earle. WOW! That ole Earle M-C Negroes did exist and must be worked with. More than lonely and talking. Was nothing. I'm too into things to say the Earle was bad. (Very disturbing attitude.) I know bad when I see it. I'm no M-C kid to think the Earle is bad. Why it's just like my house.

For some, the world around the Earle forced them to overcome fear.

Because I know I'm naive and that I'm prone to trust people more than is wise, I find that I'm putting myself somewhat on the defensive. For example, when I'm walking on the streets in the vicinity of the hotel, I'm not sure whether or not to be friendly to the men who say "Hello there." I'm afraid that to respond would be taken as encouragement.

I think its wonderful that after two days in Detroit I don't feel uncomfortable walking down a street at night (escorted) that I would have formerly not dared to walk down during the day.

It was at the Earle that perspectives began to be challenged.

I was engulfed in a large amount of facts and impressions (first impressions). I made conclusions from some of these first impressions: some good and some bad. I felt rather uneasy when Al said that I was living in fantasy, after expressing my thought about what I thought my idea of the middle class relationship to the slum area and people of Detroit. This caused me to think about my way of thinking of the class structure in general.

Even with a group of college people working in tutorials dealing mainly with Negro children, there were a few encounters over color. The first encounter with color came within the group itself.

> ...Spence is a Negro...I am finding out I am not as prejudiced as I thought I was. I am just plain dumb to the problems and needs of the Negroes.
>
> At times in the past few days, I have felt ashamed to think that I felt that Negroes were some kinds of animals. People are people and what they look like doesn't mean a damn thing.

The first days of orientation introduced the Interns to Detroit and a few of its social aid agencies. Their new experience within the communities being serviced by the agencies provided a new angle from which to view the agencies' work, and they experienced a new impatience and frustration.

> Disappointed with the day's speakers. Commission on Community Relations is bogged down and seems to be only able to help the middle class Negroes advance while ignoring the greater problem of the lower class Negroes.
>
> \- - -
>
> ...Chuck...from Community Relations really put me to thinking. After hearing him, I felt that the organization's main goal was to pacify the public rather than attacking the actual problem.
>
> \- - -
>
> The speakers were OK I think as long as people are made to understand (that) their word isn't law and (that) they can be cornered afterwards. They may not speak gospel truth, but they do give one a feel for an area in that they demonstrate the feelings of different groups one'll have to contend with be their views the "facts" or not...
>
> \- - -
>
> Yesterday, I was very excited by everything -- mainly by talking with my field work supervisors about what we will be doing at the settlement house. They really set me thinking on the whole problem of value assumptions -- and life styles -- if people enjoy them and they don't get into trouble, why change them? -- and of the idea that we can go on because we were given praise and security when we were little, and that pregnant 13 and 14-year olds with whom we will be working didn't get that. The whole thing -- what the kids are like, the differences between Northern and Southern Negroes, etc. -- very fascinating. I couldn't wait to get starting working...
>
> Today was totally depressing -- and I can't go into all of it, because

I just spent an hour writing a letter about it and I'm exhausted. Briefly -- all this talk about 12 and 13 year old prostitutes is depressing, because after hearing about the school and job situation, what else should a girl do to get money? It's probably the smartest way -- and here we are, sheltered, white, etc. girls who've been thru the parties at school, but who know nothing about what these little girls know -- and here we are -- going to work with them! O Lord -- how absurd.

And all this stuff about city agencies and union organizers -- the more I hear and the more I see, and the more I realize that the world will be pretty much in the same mess when we die no matter what we do -- well, I am more fed up than ever with the thought of preserving or fighting for the "American way." Nothing substantial is really getting done, and its just damn frustrating, and I wish that I had the kind of psyche that would allow me to escape to a suburb of somewhere because all this knowledge is very disturbing.

Wednesday through Saturday of the orientation week were concentrated on sensitivity training interspersed with trips to meet field work supervisors and host families. The wide variety of individual backgrounds provided excellent material which the Interns could recognize and work through stereotypes that existed for them within the group.

It's difficult to say whether the T-groups or the new view of poverty had the greater impact on the Interns initially. They are actually complementary components of a program geared to promote growth and strengthen the Interns, and when combined, they proved to be an effective way of opening the Interns to seeing new perspectives of their roles (from tutor to social change agent) and of developing a way of inter-acting through which they could evolve their new roles. The T-groups also provided the elements necessary for opening lines of communication and building support within the group. Group meeting exercises provided insight into the problems of inter-group communication and introduced yet another frustration because they had yet to learn how to deal with the problems they recognized.

I am skeptical of the value of T-groups to me personally. I was not horribly impressed by the sessions. Things did come out, etc., but I feel with me they would have come out in any group.

More importantly, the experience of going thru such a session, of seeing ways in which people can be made to and will reach to each other was important and will be useful. It strained everyone, but that also was good.

- - -

T-groups have definitely helped me to see myself better. I now have more confidence in myself. I am now willing to have people accept or reject me for what I really am. I don't know if the T-group helped me to understand the problems of others. The T-group, though, has helped me see a lot of things. Whether or not I benefit from these insights is my problem.

- - -

I'd like to just briefly comment on our little exercise. I'm referring to Wednesday night's meeting. The reason that nothing got accomplished could very well be the fault of the T-groups. There was no spirit of group unity. There were four separate groups at odds with each other. No one was listening to the other speak. There was no communication. There was no respect or concern for one another's feelings. Those were all things that we had achieved in our T-groups, and, I suppose the other groups had too. Why, then, couldn't we extend these concepts to the larger group?

Things seemed to take a turn for the better at Friday's meeting. For the first time, the group had a spirit of unity. People listened to one another. Our meeting turned from a debate into a discussion. This meeting did much to relieve the frustrations of previous meetings. Whether or not the group retains this spirit remains to be seen. This whole week seemed to be one continuous round of T-sessions and general meetings that never got anywhere. I really don't see the prupose of T-sessions in connection to tutorials at all.

- - -

Impression of T-group -- just a lot of talk lacking purpose. Conversation: hours of superficial nonsense. The general meeting showed our inability to work as a group and get things done.

Had a great feeling of unity with the institute at the general meeting. Very satisfying and for the first time this week, my interest reached its peak. Felt depressed as we split up the group and left the Earle for our new quarters.

The total submersion accomplished by the deluge of new experiences caused by increased knowledge of themselves, others, the community, and they began to understand how group function erased most expectations of traditional training. The Interns didn't know what to expect. Their first group meetings were havoc, partially because the staff took little part in decision making. Although the Interns had received the "Notes on the

ITD", their stereotypes of "institutes" were too strong to allow them to believe it really would be non-directive. So orientation served as a time for them to begin to get over "non-direction" shock.

The community forced the Interns into seeing it through "insiders' eyes" and the T-groups allowed each to see himself as others see him and to trust others.

The theory session tonight was ridiculous! I'm glad our group flaked out. I think the staff is glad too! I am excited by the excitement of the other Interns (there's not a lot of that at my university). The Interns seem to be involved...I still suspect, rather paranoically, that the staff is insincere; but more programmatically I think they are glad to see the things that have developed.

TIRED

T-groups for the last two days have been very intense. I think half the number of sessions is a good idea. I've never learned and felt so much in such a short period of time with so many people.

The people here are fantastic! The staff seems infinitely wise and the Interns are unbelievably refreshing people. But this training week is exhausting me both emotionally and physically.

The large group session today was heartening. I really did not think that a group of 30 people could do what we did without a structure of some kind beyond simple awareness and understanding -- There may indeed be a God!

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The evening session was farcical. No one knew what type of meeting it was to be, how issues would be resolved, etc. Again -- for one time a good learning experience in the frustrations involved in fair group decision-making, but it shouldn't happen again. To avoid it, what the nature of the meeting is to be will have to be carefully defined.

The dependence on Tom (the director) and the trainers is unreal to me. Not really. It's expectable, but very disappointing. If nothing else, I hope we all learn never to do that in such a situation. Students have been told so long that they are expected to make decisions, plans for themselves that they know by now it's baloney and that they are only to be ever grateful to people who voice such sentiments. They are definitely not supposed to act accordingly.

Naturally, they can't believe Tom's instruction that "they think". It's almost seen as an abrogation of duty on Tom's part. How to change that attitude? That's the question for this Institute... The responsibility for the function of the group lies with all of us -- we must accept that in practice, more than in words. I thought this was rhetorical -- why is everyone hesitating to accept it?

Monday's planning session will be the significant one. Who will emerge as the leaders? How will they emerge? Will they have to restrain themselves or will the group accept that responsibility?

- - -

During our group's T-discussions, I was never so startled, excited and a kind of terror went through my body at times when I asked myself, "What happened to cause this?" I learned so much its hard to believe. I learned about myself and life. I learned as much in those three days as I thought possible in 8 weeks...

The meetings were completely frustrating. I was so frustrated I even let it out in front of my group. Although I hated the approach used, I learned a lot.

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...don't necessarily have to change your ways. Just be more aware o how people perceive you. Re communication: Can one at times be exhausted by trying to communicate? Give up or keep trying.

- - -

It was an excellent orientation method -- probably the best, although it was very exhausting. I think it was the only way all 30 of us could be hit. No seminars or discussions could ever do that. Each of us was really made a bit more sensitive.

(Results of a numerically based evaluation of the orientation at the Earle and a further sampling of statements is included in Appendix VI.)

COMMUNITY HOUSING

From the Earle, we moved into the community. (Appendix VII is a map of community locations.) Some Interns were with families, others in apartments -- almost all lived with other interns. Rent was handled in a pool devised by the Interns to equalize the cost. Average rent was $5.00 a week. Most of the places the Interns lived were reflective of housing of the people in the surrounding community. It was generally depressing.

Saw new quarters -- bleak. I felt good that we had been provided with damn near nothing. Felt good at having to make do.

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Today we moved into our permanent housing. I cannot describe the feeling of depression that came over me when I was where I was staying. It was dirty, smelly, dinghy, etc. In short, it was the complete opposite of what I have been used to; what depressed me the most was the fact that I was depressed. For years, I have been spouting off about the fight of the poor and how I understand all their problems. Now, when I'm confronted with an actual living experience, I can't accept the challange. I spent exactly ten minutes there before leaving for the party; to the bosom of my T-group.

The first night spent in my new surroundings proved beneficial. I became slightly reconciled to my flight.

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The Interns' room across the street is filthy. I hope they don't forget I am alone across the street. Our area scares me, but I'm sure I'll overcome it... I broke my stupid glasses. I can't see a thing...

- - -

When I moved into the apartment with another intern, we found one heck of a mess. The room was used for a storage room for furniture for at least six months, and needed a lot of cleaning. After we did get the place cleaned up, we had a party where four girls and four of us guys drank beer and spent the night together. It seems rather funny, but I don't believe I saw one couple kiss at any time throughout the night. (We were up all night talking.)

The neighborhood we live in seems to be rather rough. It might be but what I see most of all is insecurity. Whenever I go into any neighborhood, kids and complete strangers come up to me and grab on for dear life -- something is wrong, and it seems to be the family conditions.

It's not easy being an active white liberal.

Presently, I am most afraid of living in a Black neighborhood. The girls don't seem to anticipate any violence, but I feel they won't be able to even sense any danger. I personally would not move into a Black neighborhood, but I'd also like to experience staying with the ITD.

I think the girls may move too quickly, and I'd like to cool it, but I know I can't wander from the level that the group is at.

Another Intern -- same home...

I am disappointed in my home -- it is too easy, too nice. We are working on moving out. It's funny to want to move because things are so nice where they are. We (Ed.'s Note: four girls) stay up talking about how we feel. It's really neat. But I am getting tired of all this checking out how everybody feels. It's the only way to do things, but I feel tied up in knots.

Last night was great -- the little kids are so eager to make friends -- we talked and sang -- the talk is all about who got shot, who got raped, who was in an accident, who has ghosts scaring them. Wild. Then, we get home and start analysing if we are raising these kids' expectations, if we should let them into the apartment, etc. I want to go back to the old days of being warm and spontaneous.

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Poem

Fire traps, fits for ruling rats and roaches
human dirt being squeezed into an unruly cardboard box
decayed teeth, torn pants and awful hope
crying inwardly unable to comprehend filth.

Jim's bar everywhere seeking hurt mice
creeping unstably to its secure trap
degenerate porches with degenerates
old slobbish "mother fuckers" screaming "mother fucker" to the
"mother fuckers"

Kids without chance unweary of cars, life and cops.
laugh among the unruly rats and roaches.

I stared into the rundown brown corner
a roach seemingly to represent life emitted.
I screamed. God you wretched scoundrel!
Rats, the rulers and flies screeching around
uncovered light bulbs. I cried. Cracks
impregnable.

The interns staying with families discovered a whole new set of morals and family relationships -- few of which are accepted by the middle class.

During the past few days, I've learned more about the family I am staying with. They are all indifferent toward each other, and the only reason they stay together is out of necessity. After working on the paper the past three evenings, we've come home to sleep but ended up talking to one of them. We would be talking to the wife and after a while, the husband would come in and start talking to us. He would not be joining the conversation because as soon as he starts talking, the wife would either leave or turn around and start doing something else. If they both stayed, one would be talking to Sandi and the other would be talking to me without any regard of the other's conversation. They never function as a family. She has made it clear that if it weren't for their daughter's grandmother, she would never have adopted her and that she is an unwanted member. The daughter knows this and though she calls them her parents, she ignores them altogether. She seems to be able to depend on the father somewhat.

There is a daughter who has had an illegitimate child. It's interesting -- their attitude on such matters. It seems as though this fact does not bother her at all. As long as it does not cause an inconvenience to the family and she can take care of herself, it is all right. I talked to Jennie about this and she said that it's correct. Except for the money that it might cost them, the whites and the Negroes have this attitude. It's different for the Spanish-Mexican Americans.

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June 24 - Confusion.
June 28 - Had long talk with my landlady -- very interesting. Think may enjoy staying here. Worked on reading material. The daughter, Mary, told of being raped by Hal (the mother's boyfriend).
June 29 - The landlady offered to let me eat with them. We talked about Mary. Mrs. B said she will be put in a psychiatric clinic. Spent the afternoon reading tutorial materials. Watched fireworks with Ray and landlady and family (Hal too). Ray talked of setting up Thursday, Friday, Saturday, tutorial with two apartment houses. Good idea. Mrs. B screams at the children -- whips them with belt. Hal acts like intelligent disciplinarian in front of me. Taught me how to shoot crap. The kids (especially John and Mike) are very affectionate.
June 30 - Spent the morning at St. Pat's learning how to take a census. Came back to B's for lunch. Spent from 1:00-4:00 taking census on Temple Street. Ran into Del Ray interns picketing. People cooperative who took census. Majority thought neighborhood too rough. Then dissatisfied with slow progress... Seem quiet. Mrs. B beat Mary and John with belt. Two men had knife fight. Rebecca and Eileen (Interns) came over -- Ray, Alan, girls and I walked to D.Q. (Dairy Queen)! Was really rather brave -- walked down Second Street. Spent rest of evening talking with Mrs. B, her sister-in-law, Jane and kids... Need my nites to organize tutorial and spend some time with B's. New feelings toward B's. --trying to really get to know them. Hal says I am part of the family. Actually very kind to me but quite anti-social. Rumor that rumble to happen in apartment next door. 12:00 am. Kids' language terrible. Mike (3 years old) calls me motherfucker when angry.

Situation at B's is really an experience -- keep trying.

Had quite a talk with Hal. Really quite some guy -- very interested

in helping us. Leads quite a life -- spent 17 years in prison, lectured to institutions on "the straight and narrow", had many jobs, traveled all over, has family in California and knows all the crooks in the neighborhood. He has offered to give us a guided tour of any part of the city. Really a wealth of information...
July 4 - Mike and Johnny bounced in bed with me at 7:30 am. Mrs. B began morning yelling at them -- they are actually quite disrespectful...

Actually luckier than other interns as far as living conditions -- can see real family life living with B's... Baby sitting with B children real bitch -- glad she isn't my mother.

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...I almost forgot about the excitement last night. A man named John from across the way came tearing into our house at 1 am shouting that some thieves were pushing his truck down the road. Mr. R tore after them in his car while John called the police. They caught one of the young thugs, but two got away. It was really exciting to have a burglary right in front of your house. Usually that was something I saw on T.V. or read about in the newspaper.

- - -

Living in a front apartment at night, I can hear many people outside--and from listening to what's going on at night, I am becoming very aware of how crime evolves and why.

Some of the arranged housing fell through, and the interns had to find their own. By this time, however, they had gotten the idea that if they wanted anything done they would have to do it themselves. So, they did it, and in the process, they grew.

The sense of frustration is growing. We (the Interns in the Del Ray area) feel that we are neither learning or doing anything. We went to the east end of Del Ray (a Negro and Poor White area) to see if anything was happening. Not much there. In fact, the people were quite friendly. But I went to check the area out further. On Saturday, I went to Belle Isle, nice place.

Monday, I continued looking for an apartment after the one we had fell through. As a result, we didn't do the seminar assignment. In fact, we arrived one and a half hours late for the group meeting that night.

By Tuesday, I was more or less desperate -- so decided not to go to the picnic, but rather to spend the day in Del Ray trying to learn the community. By this time, it is obvious that we have neither a home or field assignment. Went over to east end and walked around. This was the second time I had done this (however, both times I was with someone).

GROUP MEETINGS

As mentioned, the Interns had received the "Notes on the ITD" which said explicitely that they would have the major responsibility for the program, but years of conditioning had dulled their feelings for the right of responsibility. For example, they all but refused to work with an administrative problem that came up during the first week. First, it didn't obviously have anything to do with tutorials and, second, they felt they shouldn't have to be bothered with making an administrative decision even though it would greatly affect their lives. At the end of the summer, the situation reversed itself. However, in the beginning, they were complaining and feeling that the staff wasn't doing its job.

> Yesterday was awful and I am quite annoyed and afraid that it will happen again. I think the problem is Tom's problem: we have nothing to say about it. Since it really was not important to us, I (as well as many others) was totally apathetic. Let Tom (the director) make decisions like this and let us decide on things we care about.
>
> I get the feeling that if you don't thrive on non-structure, then you're looked down on. Well, frankly, I need more direction. I'm here for ideas in creative tutoring, ways of generating excitement among kids. I'm not interested in having huge meetings to decide what we're going to do next. This is very disappointing to me.
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> \- - -
>
> We rambled on about our impressions of the first week. No one, including me, said much that was meaningful or relevant. Monday afternoon's meeting was a complete disaster for several reasons. We were being asked to decide whether or not we wanted a field coordinator when we didn't know what his duties would be, how much Tom and Sue would do and were doing, or how much Tom needed a field coordinator. (Ed.'s Note: This was the issue that the Interns didn't want to deal with.) We never really defined the problem exactly. We all were tired after an exhausting week. Nerves were on edge; people tried persuasion rather than listening. This day made me feel that the group had regressed instead of progressed.

FIELD WORK

Field work presented opportunity for personal growth and additional practical experience in dealing with people and agencies. (Assignments are explained in Appendix VIII.) The Interns could view the community from both the establishment and the indigenous angles -- often to their consternation. They were beginning to feel at ease with the challenge of new insight into the problems of poverty which occurred at every turn. The community became a fascinating place to live.

The day was started with a meeting with our supervisor. A tutoring coordinator was supposed to be there, but she was unable to make it. So we left and went picketing for ADC mothers. We were in front of the Social Services Agency, with whom we are working. We came home and did more laundry. The fellows went to a party at Franklyn Settlement and we are waiting anxiously to hear what happened. Nothing really constructive happened as far as ITD is concerned...

Work and questions...

We spent the afternoon recruiting tutors for a Tutorial project in Jeffries Project. It was a tiresome job. I didn't work as effectively as I could have because I hurried and I forgot to ask some pertinent data of each person. Very few people were home so we decided to continue at a better hour -- like 5 pm on. I know now I should have spent more time with each person and explained the type of program we had in mind more thoroughly... This is very good practice for me. In our Tutorial Project at home, personal interviews are used for screening tutors and last year, I had a difficult time evaluating accurately the results of the interviews.

...Friday afternoon, the Jefferies Project held a parade advertising their programs recreational, new health center, Wigle Center and NSO resources... I felt very conspicuous in the crowd full of Negroes. I don't have any legitimate reason for being here in the Jeffries project -- my difficulty is that I don't feel at the moment that I have enough to offer them -- any change in feeling will be seen as time goes on.

Living and working in the community...

Today, we interns spent our time beginning a census which required us to ask many personal questions. We were all very wary of doing this for fear of resentment and door slamming from the tenants. We started on the boundary of our target area which proved anything but typical of the general area -- as the people we talked to had no financial problems. Those we found home were pretty warm and open answering all our questions. Although this can't be related to tutoring, I felt I gained by the door knocking. I was impressed by the lack of concern and communication among neighbors very close in proximity. My impression now is that people generally are more considerate than I imagined, but I also remember that the people I contacted today didn't come from a representative environment.

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Today, I spent the hot hours of the day selling ads for the Community Reporter. I was rather disappointed in myself as the uncomfortable physical conditions, and the discouraging business men got the best of me and weakened my spirit. I really do hope we won't have to sell ads again and yet, I know our supervisor desperately needs them. I hope that I will be able to increase my stamina.

Learning and frustration...

Spent a miserable day walking the neighborhood -- collecting ads for the Community Reporter (newspaper). Didn't really meet too many people. Saw how the small businessman functions, though. People were really basically friendly -- majority hadn't heard, of paper. Out of fifteen, we received one ad. Ray treated me to lunch. He wanted to go to show -- told him that I thought there was party at Jeffries. Talked in the afternoon with Hal. He really bugs me -- he seems to know everything. He has a philosophy that if you are kind, people will think you are weak. You have to be tough to get results.

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Friday morning, we handed out some more newsletter to the more distant parts of the area -- I got the door slammed in my face, but, somehow, it didn't really alarm me. I just continued on to the next house. I think if I would have been back home, I would have stopped and given up, but not here. I think the ITD has given me more self-confidence to keep on going when things aren't too peachy keen. In the afternoon, of course, it was the kids again. They painted some georgous flowers -- disproving Jim's point that these kids were artistically stilted or backwards. They're not, they just need an opportunity to express themselves which I aim to do part of the time during the recreation program.

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They are going to set up a summer tutorial with themselves as tutors. The kids in the building really dig them, etc. But when they leave, the kids'll just chalk it up to another disappointment. I think if we concentrate on the two Wayne buildings and in 6 weeks get them really feeling a part of and responsible to the project, we'll have performed our best function. Then, we can leave and not be missed at all and we'll have had a positive "effect". It would of course be more exciting at first to play with the kids around here but they seem to play pretty well on their own.

And they do have grass and pretty nice play areas etc. Now, if they could have all that and white faces too, they might really become equipped to get along in a very white world...

Some Wayne students say they've tried but then some one gets beat up, etc. and they get scared. If -- through the tutorial or some other way -- we could get some mutual respect, trust whatever is going between the adults here, I'll feel we've done an improtant job...

July 3 - We went door-to-door in 1004 (Building in Jeffries Project) recruiting tutors. Not too successful. Everyone is away for the weekend or the summer. Perhaps phoning would be more effective? I want to concentrate my 5 weeks on those two buildings, on exciting them, showing them a structure, etc., then letting them do the rest. That won't look like much of an accomplishment on my part but I think it's what I can do most effectively.

Had I been asked to set up a recreation program and involved parents etc. I would have not minded doing that and I certainly don't mind setting up this Tutorial. But on the field work level, I think that's the most I can and should get myself involved...

I almost feel that it's useless to try to really get any in-depth knowledge of these people in five weeks cause we won't do anything with it, and it's very guinea piggish to get to know people just for your own sake, i.e., for your own learning experience...

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The Morley School is so fascinating, but I had better be careful. The people are wonderful, but the streets aren't safe at night. They really aren't anywhere. The mixture of people here has not made integration a problem of any great deal. However, one group stands out, and that is the Gypsies. I believe they are located in a two-block area, and keep to themselves. There is a huge problem with truancy here. The neighborhood is closed in by industry and eventually the area will be totally industrialized and as our supervisor said, this will be good, because the place in which we live; air pollution is terrible. An interesting sidelight. I used to think this "Keep America Beautiful" campaign was fine and dandy, but funds were needed to fight poverty. However, all of this is helping by eliminating the odors and pollution (air and water) which will help the sanitation which is a large part of this "war on poverty." Every little bit helps...

Wondering about the ITD...

Monday night...I went to a meeting at Herman Gardens, our field work area. I went into this meeting with the idea that Edward and I would suggest and organize -- "lead the people by the hand." As has happened often since I've been here, I was proven wrong. The people there are very capable of making decisions and following through on them. In fact, the ITD meetings aren't half as successful as the Herman Gardens' meetings. In just one session, they elected officers, decided upon a name, talked about publicity for future meetings, innovated a newsletter, and talked about problems to be solved. I felt almost unnecessary there, although I do know the people are glad to have our support. It's sort of ironic that they want us to help organize their club when we can't even structure our own meetings. Tonight's meeting has raised my spirits. A lot can be done in the area because the people have a real interest. We are meeting with the teenagers Friday to see what things they want for the summer. How much that can be done will be interesting to see.

So many things...

July 6 - In the Appalachian area, I worked on the mobile unit made from a milk truck for the kids. Many adults stopped to watch, and they had various ideas why mobile units were there. One thought we were smart because we were segregating the white kids from the black. He said the Negroes get all the playgrounds, which seems to be true...

July 7 - Jane and I took census of the Appalachians on Charlotte Street. We talked basically to old people. Many were lonely and seldom got out of the house. Most saw the community as miserable with crumbs and winos throughout. There was much mention of racial prejudice. It was a hard but satisfying experience.

July 8 - Saturday night, Harry, Ray and I talked to six Catholic sisters who live in the same squalor we live in. We talked religion for hours. It was a very rewarding experience. The sisters are wonderful...

The meeting Tuesday was successful. With Jim's plan the discussion went smoothly. I hope after a while the plan will be dropped, but the discussion will (be able to) run just as smoothly.

Although there still are many problems, it seems that we will finally get somewhere. On Wednesday, Andy formulated an unbelievably simple and beautiful plan. We would go into a Boys Club (a group of 10 of us) and set up a tutorial and write out a manual which plans the method of setting up a tutorial by a task force of anywhere above five people in three to four weeks. There are so many possibilities. It is beautiful to think about...

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These group meetings are a drag, nothing is accomplished except chaos. No organization.

Same. I could swear. Same

Worked with the food-co-op today, and saw an apartment house that was infected with hepatitus. I saw the squalor people live in.

I took the census today, and the people who are home plan on moving back to Appalachia. Interesting.

Today, I got ads for the community newspaper. I do this back home and get paid for it. I'm getting dissatisfied with the set up.

I met a beautiful man today. His son forgot him after this man had put him through college; he used to be the champ boxer in the Navy and you know what he is now? An alcholic. Very sad.

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Orientation meetings at the Settlement house. God, what a drag. The ITD meetings have spoiled me. At ITD I'm a person, at the Settlement house, I'm an employee. It's back to the real world. I suspect that I won't like it here. Those guys are exceedingly straight. But, I would rather work through their structure than create my own. Got a free lunch today.

A beautiful day today. Slept late. Then we roamed the streets almost all day. We met the beautiful sad man -- very kind and lonely man who billed himself as an "alcoholic." We were offered fantastic deals on three loaves of bread and a diamond ring. We walked and walked and walked, visually breathing in the city and its people.

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...One of the guys made a comment which, I had noticed also. No matter what kind of a neighborhood you are in, it seems as though the most pleasant looking home is a funeral home.

You may be driving along a slum neighborhood and you notice one house that stands out because its clean and very nicely trimmed; then you find out that it's a funeral home.

Thoughts...

Liberate what is latent by resupplying hope. How does this apply to me? Around Chicago and Boston, rows and rows of M-C Negroes. Saddest. They get to me. For some reason, there seems to be some hope in even the poorest slum, but riding down these really nice streets which look like any white middle-class streets with darker skinned people, it seems like they'll never get out of that. Tutoring, etc., is to give people the option to choose, yet, when I see the life that most of them choose...there has to be a next step, some sort of radicalizing procedure by which they're made aware of the real dynamics of the "choice" they've made. E.g., when they can go into business, should they exploit others or should capitalism as a system be explained? When Spence and I went around to round up kids for his Business League, it was exciting but sort of sad or maybe just strange. When I was 14, if a strange kid had approached me like that and asked me to join a club, I would have thought he was crazy, listened politely, and then walked away. Is it that these kids are so used to being "organized" and grouped that they respond passively or is it a genuine curiousity and wish to do something? Again with this Business League, if it's successful, do we leave the kids feeling they've done the ultimate or do we -- I -- explain that there's more important stuff than $ and look who you're stepping on now, etc.

There are very great differences between rural Negro kids and urban Negro kids. Rural kids -- like the Sumpter kids -- might pull together on something like this just cause it's a way to see friends. Urban kids see their friends pretty often. That might not be enuf impetus for them to get really involved. Besides, they have Day Camp, Scouts, etc.,etc., etc....

The possibility of actually having some lasting impact on Detroit through her field work turned this intern on to herself through her recognition of the fact that she could think on her feet. New confidence.

July 7, morning - Joe came up with an idea that possibly could work well. There is a group of seven girls between the ages of 17 and 21. A few are married and a few are working but they have all graduated from high school. Their club isn't doing too well as I understand it because they have no goal or community project. Joe suggested that these girls could be master tutors. I connected this idea with Leslie's description of her Mother Tutors. The girls could be like the field coordinators and could be around to give advice to the tutors and be sort of a check and go between.

I talked with their president last night and was impressed over the phone. She was sharp and knew something about the community besides wanting to teach business in H.S. when she graduates from U. of Detroit. Besides this, she has afternoons free. Boy, this could be something if things click.

July 8, 12:00 - Miss L was putting us on and I don't know whether it was intentional or unintentional. She had an idea all along of what she wanted and when but did not tell us.

First of all, she wants the boys tutored because they need it. Second and I think more important, she wants the boys to be employed. She now has funds to pay tutors or anybody she can find.

July 8, 1:30 - I've cooled off and my hurt feelings are in check and I'm starting to work and plan again. Joe and I talked things over and over and we've come up with another tentative plan.

First, what's going on must be explained. Miss L wants to set approximately 10 of her older boys as tutors who will work 20 hours 1 week and also she wants to pay the 20 tutees for 20 hours one week. This makes 30 kids employed in tutoring but these are just summer funds. The kids who will be tutoring are on 6 grade reading level maybe.

What upset me was the fact that all these kids need tutoring and I feel they can help each other but they will need a great deal of supervision because she wants it that way.

I think she wants us to help set the program up as far as orientation, facilities and materials go and I think I've got an idea stemming from a talk with a great reading coordinator. She said to start the tutors off by teaching them games that involve reading skills and then move into more direct tutoring, comic books perhaps. From there and considering that the tutors have in their tentative schedule 5 hours of conference or workshops one week and this program will extend until the end of the summer, why not have the supervisors prepare a week by week gradual indoctrination into more advanced (for them) tutoring techniques.

This could be a challenge to the supervisor but it could be worked out in advance also it would be almost 5 hours to tutoring of the tutors one week.

Example: 1st week games
2nd week bring your own book or find one
3rd week ?
4th week ?

Also during the initial orientation period, the fact that this is a job boys and you are being paid now. No work, no money, no job.

To me, this boy's group is not a real community tutorial project but it seems like it might have some real potential to replace summer programs like SWEEP (Summer, Weekend, Evening Program).

The second idea I have is to set up a permanent tutorial project in this area utilizing the girls interested from Sophie Wright and the community group headed by Anne Jackson. It will be a small project to begin with but it looks like it might have possibilities such as it could envelop the good male tutors coming from the summer program also, it would be small enough to have group decision making.

Monday, 19 - I learned so much that it seemed like a month instead of a day. At first, I felt like a miscast person who was certainly out of her realm. This idea stems from the fact that I under-estimate my abilities. But that is the point -- what are my abilities.

Work and...

Final arrangements for the swimming class has been made. I'll have about 10 children between the ages of 7 and 12 inclusive to walk up about eight blocks every Thursday and Friday to Western High School. I also started recruitment for the girls club for girls between 15 and 18 inclusive. I want to let them run it themselves so that when I leave, they can run it. I want to start this club because all the programs are directed to those who are under the age of 14 and nothing is being done for their age group.

More work...

The afternoon was spent in recruiting the children for the swimming class. One of the Spanish parents was afraid to let her children go because there might be Negroes going also. One of their daughters had gotten picked by a bunch the day before. I had to convince the mother through an interpreter which makes things difficult.

In the evening, we went to the Bagley Sub-center to help Jennie and Dickey (who is with the Parks and Recreation) paint a design on one of the walls of the recreation center. Tomorrow night, they are having a dance as part of the SWEEP project. We are supposed to be chaperons for it. Imagine that! Some of them are bigger and taller than all of us. The only reason that we qualify are that our skins are too light to be anything else, as Tina (Jennie's roommate) so aptly put it. It seem that only Negroes will attend any function that has to do with Bagley Sub-center. We painted until after 10 pm.

REALITY

Although reality removed the fear of the imagined cold, cruel world, a real one appeared, but reality can be dealt with while an imagined one cannot. There were miserable questions to be answered that had never been dreamed of...

Saturday, I walked around making home visits. The streets look rough, and I get kind of scared passing groups of 19 year-old-on-up guys. They stare or whistle or say something and I keep walking and then I hear something like "can't you hear, Baby?" and I kind of freeze up inside but nothing happens... All the girls are referrals and have all kinds of problems manisfested in "biting the teacher", being 16, unmarried, with 3 children. I guess I expected that since they were so sophisticated in so many ways, they'd act either hostile or indifferent. If anyone came to my door when I was 17 about joining a program, I really don't think I would have acted the way they did. They were real anxious to join, and twice I got sisters and friends who also joined. They really acted like such nice kids who wanted something to do, somewhere to go -- how come they get into so much trouble? It's the stupid people in this society again who wreck other people's lives.

There was the pain of being "the bad guy",...

The girls seemed to accept me as far as making sure I was included in the rides and they didn't ignore me. Mrs. H introduced me as Miss K which made me feel very uncomfortable, so I asked them to call me Eileen. It is bad enough that I am white and they Negroes, yet alone sitting myself on a pedestal by their calling me Miss K. I will be curious to find out what they have to say about me at their Monday meeting. Nora has a great technique in talking to them. She asked very straight-forward questions. They talk freely with her and she said no less than usual because of my presence.

The depression of futureless children...

Put up some signs announcing the tutorial in the two student buildings to see if we get any response that way. Spent rest of morning with little kids. Today was annual parade day. Scores of little kids turned out to march but more impressive were the tons of kids pouring out of the apartments. By the low-rises, there's an average of six kids per family. I've never seen such a high density of kids per patch of lawn...

Right now, we're sitting in the grass near the Senior Citizen's Building waiting for the talent show to start. Lots of people here, not too many Wayne students. Speeches! Wow -- Housing Commission etc. baloneying not one person listening, not one and so much can be done with a mike and a captive audience if you use it right.

Seeing lots of Negro babies in carriages: You think they look so beautiful like all kids and so innocent like the entire world is theirs. I wonder what'll happen to them, if they'll have any more opportunities than their parents. (Not a solution but a structure by the end of the summer.)

The horror of the discovery of serious effective community organization around violence.

Meeting with W.C.O. staff members which proved to be interesting, enlightening and disturbing. Interesting because the speakers spoke well. They knew what they wanted to say and said it. Enlightening because I hadn't been exposed to this type of reasoning. Disturbing because it seems to one to be a philosophy based on fear rather than on the principle that in all men there is some good to which we can appeal to get things done...

Sometimes, reality is frightening and the only answer is bitterness.

Sunday - Jan and I went to Bob-lo. We rode some of these crazy rides with Anne R. I must be sore all over. I tried to roller skate -- a great test of my endurance and stamina. People stood around the edge of the rink and laughed as I "went" by but I didn't mind -- being laughed at isn't so bad when you realize the act is what's funny, not the person. A terrible damper was placed on our fun -- a young girl was attacked in broad daylight by a group of boys and girls after she flirted a little too much with one of the boys. The girl's little cousin Robert, 7, had been tagging with us all day and just happened to get a glimpse of what was happening to his cousin. I've never seen such a sad, hurt look on a little boy's face before. I felt a sick feeling in the pit of my stomach particulary because of what happened to the girl and particularly because I felt at a loss as to what to say or do for little Robert. I felt so helpless it hurt. I got home and went to the laundry. Some old men were standing around making odd remarks and looking Jan, Anne and I over. The whole situation got me very depressed -- I wanted so much to jump back into the fresh well-known farm environment where it's safe but there was no escape so I trotted sullenly home. Oh, if only the stars would shine through!

Monday - I still hate this place even if the sun is shining -- I'll get over it, its just a matter of hanging on, sharing our experiences was interesting for the most part.

Middle class stereotypes -- especially those surrounding the police --

were often abruptly jolted out of existence when seen through community eyes.

Three small girls from the neighborhood had followed us in and were sitting with us. Two policemen were also in the restaurant. As we were getting up to leave, Elizabeth (one of the girls) was chattering away when all of a sudden, she gasped and became very quiet. She had seen the policemen. I asked her, "what's the matter, Elizabeth?" and she pointed at the policemen. The day before, when we had gotten off the bus, we were talking before dispersing; then Robbie (a Negro boy of about 17 years who is in the NYC and works around Hubbard-Richard) and couple of his friends joined us. A police car was cruising by and Robbie told us that we had better scatter before the police charged us with loitering. The police are definetly not trusted around here; nor are they respected.

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While taking a census today, a policeman stopped us and told us we were disturbing the peace. A power cop. Later on, we found out he was just kidding us. Real funny. Nice police force they have here. A man was really sick on a corner near us, so I called the emergency police and stayed by to comfort him. Two more people called the emergency police. After waiting 30 minutes and the police still not there, I left the man there with another person. Maybe it was coffee break time?

Wide-eyed and growing...

I met and spoke with a man from the neighborhood who was raised in a harsh environment, had personal problems, health problems and was very lonely. It seemed to me, he had enough reasons to be able to turn to alcohol but rather, he lives by ideals. Walking down bar-lined Third Street at night with only one escort was something I'd feared to do before tonight and had never done. I expected violence or some evil from someone but instead, a man we encountered apologized very sincerely to us for swearing within our hearing range. That little sign of respect surprised and warmed me.

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Detroit by night is different than Detroit by day. The people are very different. My initial reaction was kind of a shock, because I had never walked the sidewalks where people make their money at night are so obvious. Those prostitutes are a strange bunch, like something I have never seen before. They have a right to live in the same society as I do if they choose. I don't know what to think, though, of the prostitution. The idea itself doesn't seem morally wrong. What is wrong is the young girl, in Junior High, who becomes a prostitute. She is old enough to know right and wrong, but she is not taught it, for reasons of poverty. I think I'm too tired at this point to continue here, so I'll write more on prostitutes later. Detroit is very interesting.

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Today was really fun -- went around speaking to some of the mothers and kids we'll be tutoring (list was gotten from two ADC workers). I have never been over in the other part of the projects. For city housing, they certainly are nice and the city keeps the place fairly clean. I was watched very carefully -- maybe because I had a folder with me -- but no one was openly hostile. I felt very "girl" but not particularly "white girl" which to me is indicative of the degree of tension I'm feeling.

A chill ... But back to work...

We went over to CYS to talk to Judy Mills, the reading coordinator for Eastern High. On the way, a bus of girls from a Black Muslim school went by. All the girls were wearing white veils. I was really shook up. It's OK to read about it, but it's something else to see the kids of parents who are so fed up with whitey and his world that they pull out. It made me very sad... Mrs. Mills gave us lots of ideas and will send some books over tomorrow. Remedial reading is sounding more and more enticing to me.

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A friend of his named Fred brought his little boy 11 months over to meet us. Little Freddy Martes looked like a girl because of his long hair and he wouldn't smile. He just sat up and looked the other way. When he started to cry, his father raised his hand and warned the kid to "shut-up, you're too much trouble." The moral of this story is nothing. But no wonder kids don't turn out the way people think they ought to...

PERCEPTIONS

One of the interns' general concerns was about how they as "do gooder outsiders" would be received by the community, so during one of the first seminars, they were asked to "check it out" rather than sit in the seminar and speculate.

The experiences of those who completed the exercise were, for the most part, very good and allowed them to feel more free to work and live in the community. For some, the experience was not uneventful.

Today really ticked me off. Here I was all set -- I brought my lunch so I wouldn't have to go to a restaurant and I was prepared for a perfectly boring afternoon of discussion and speakers. Then Tom comes up with an idea at which I would have to work and actually face some things that were and are bothering me. I thought I could actually do it. But I began talking (my big mistake for the year) to a woman from the Congo who just happened to live in the same building and happened to be the person that Spence borrowed a broom from. (Ed.'s Note: Many of the Interns' living arrangements were co-ed.) How does one explain to a woman who has difficulties understanding English that Spence is not my husband or boyfriend and that I am living in the apartment with another single girl and so what if Spence said he lived there -- he was telling a big lie and it's your imagination that you see him around all the time... Somehow, without too many complications (ha!), I left her without my nerves completely collapsing. At that point, I could have left the world and people behind me with no reservations. So I went to the Public Library the rest of the afternoon and listened to Shostakovitch.

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We had a very difficult assignment and that was to go out to the neighborhood we are going to work with, and ask them questions which bothered us, such as what is your reaction toward white people and etc. I felt very uneasy going out and asking people questions as such, but I told myself an assignment is an assignment so I must fulfill it. So the first people I would question, I told myself, will be children. And that is exactly what I went out to search for. I saw some girls playing and I asked them what game they were playing. They were friendly girls, and one girl stated, "are you a teacher?" This statement was a start for me to begin a conversation with. I went to her and talked about myself and that I came from Hawaii. When she heard this, she became very interested about Hawaii and started questioning me. Some other girls joined us, three to four girls.

One of the questions I asked which resulted in an amazing answer was, "Do you consider me a white or Negro." The girls hesitated for a moment, and one girl said "Negro" because my skin is almost the same as one of her friends who was with us. I put my hands next to hers, to compare the color of skin, and mine was a shade lighter than hers. I could honestly feel that I was almost one of them.

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I can understand what Tom is trying to do by having us ask Negroes the questions that are bothering us. It'll be an impressionable experience and it fits in with the type of learning experience that Tom is structuring for us. But, I think that compromising with some external forces, or some constructive process feedback wouldn't detract, but instead, reinforce what's happening.

For instance, most of us just experienced extreme warmth, friendliness and pseudo-trust. Perhaps for a clearer perspective, or a more considered behavior, I think we should have someone like Dan Watts or Roy Innis (Harlem CORE) or some Black Nationalist group.

PROBLEMS

After a few weeks in the community, housing began to provide additional problems.

The damned toilet overflowed again -- things like that make me hate living here in this situation. I sure wish I was living with a family; it would be a greater learning experience, I am sure.

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At this moment, the most outstanding thing in my mind is my housing situation. There is constant pressure on me to report where and when I go and the woman I live with tries tomake me feel guilty by the inconvenience we cause her because she won't trust us with a key and must disturb someone everytime we want in. I feel like a villain also when I receive a phone call. Tonight, I had to stay out late working on my task force paper. When I left, I knew she would be in bed when I returned and at the time of my departure she was very upset with the girl I live with. Ellen, my roommate, and I returned at the same time and Mrs. B refused to answer the door to let us in. I would merely try and find another place to stay but would hate to ask a favor of my supervisor who is already annoyed with our group and director. Also, I like Mrs. B's children and the living is rather comfortable, except for early morning invasion of the four children. I guess I will continue to grin and bear the pressure but she can't be appeased much longer.

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Tuesday, July 18 - Mrs. B has been quite cold -- I haven't been home much lately. Session this morning...

Thursday, July 20 - I was evicted this evening. Too distressed to comment. Nice to be living with Jennie. Feel bad about leaving Jane with the B's.

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Home wasn't so jovial -- Mr. and Mrs. R have a communication problem. No one settles his grips with the party involved. Mom complains to her daughter about Ted who in turn discusses his wife's problems with us. Being neutral isn't easy -- I sometimes feel I'll get panned on any minute, but I can take it.

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Being home all day made me feel even more a part of the family. I don't have younger brothers or sisters but I now know what it would be like, as Mary, Mike, John, and Dirk no longer react to me as a nice novelty in the home. They treat me now in the reckless, mostly careless way brothers and sisters treat each other. Being home all day, I can really understand what Mrs. B goes through everyday and I understand the royal treatment from the children only comes when one only spends very little time in the home and therefore is a novelty.

SEARCHING

Along with all the real and logistical problems they had to deal with, the Interns were struggleing to find some answers for themselves.

Friday, my supervisor gave a presentation about the Negro ghetto -- after which people aired their fears, resentments, prejudices. I got very upset and frustrated -- par for the course. If I were a Negro, I would have as little to do with whites as possible -- I'd be overtly hostile. I was also disturbed because I honestly believe that I have no prejudices against Negroes (I do have prejudice against other people). People said I was lying, and I tried to decide if I am kidding myself.

Louise and I talked to our supervisor all Saturday afternoon -- Louise and I have been feeling guilty about not doing what some of the other people seem to be doing in their communities. For myself, the problems seem to be so deep that I feel totally unprepared for dealing with them in any effective way. Tom was very concerned that we work within some sort of system that knows what the hell is going on -- say, in a dropout's mind. He made a lot of sense, and made me feel that I shouldn't be feeling guilty, but that my feelings are appropriate to the situation. On the other hand, Tom Isgar and the program seem to tell me that I should move in and try something. Am I being a coward or am I being sensible? Who is right? And what's the right thing for me? It's terribly confusing and frustrating -- but I figure I'll learn a lot just trying to evaluate everything...

I am wondering if I am really a leader-type person, or if I would be a real good follower. This is really hanging me up. I've always been a strong leader -- but, in the past few months, I've become more dependent. I can no longer see myself as going back as a leader capable of working independently. I feel a sense of loss...

I can't remember the last time I wrote. Last Thursday, I think, I was ready to leave. I was totally disappointed with SWEEP and totally disappointed with me. Living with Betsy is very hard -- she is really accomplishing a lot. One reason is that she got a great placement. The other is that she's the type of person who can see a problem and sit down and figure out just what to do. Living with her, I felt like a real flop in life.

I wanted something to do all day... Talked to the director of the Mom and Tot Center and was extremely impressed and wished there was a place for me. They are anti-agency, and are concerned with mental health. I also asked them about T-group and told them my reaction (still concerned) -- it was really interesting. Their definition of a leader is one who can help others grow. Well, how can I be a leader when I need so much growing myself? I have never before felt so little self-confidence and so inadequate as I do here. So I back out of responsibility and all of this. It's weird -- this isn't me at all.

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...and I have been assigned to SWEEP, a project started originally to alleviate the possibility of a race riot in Detroit.

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I have developed much from this program. What I wanted from this program is constructive feedback in the ways I can grow. The actual growth is up to me. I feel I have progressed to the point where I can be fairly honest with myself. I am now in the habit of acting consciously asking myself: what I am doing, and why I am doing it. Soon, I would be able to develop myself to the point where I amable to observe other people and give them pertinent feedback.

For some reason, I feel confident and failure doesn't phase me. I find I'm approaching my planned projects for the fall with professional disdain. I don't think about my lack of self-confidence.

I try to figure the way I have to be and I'll be and act that way. Sort of a process of self role play.

I know I can grow anyway I want to. Every option is open to me.

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It has been very difficult to come here and find out that we would receive no pat answers for anything. The most difficult thing in the world is to have to solve problems and find answers and not let things slide by, especially when it's not the usual thing.

Expectations of the field work and what the work actually proved to be clashed about the same time that the novelty of community homes wore off. But, the problems of disillusionment were far more serious than just being a discrepancy between expectations and reality. Real questions about the relevance and value of major social agency programs were raised but left unanswered.

I am becoming a little disturbed by the attitude of the SWEEP people. None of them realizes the purpose of the ITD people being there. We are just some extra group workers as far as they are concerned. I talked with my supervisor today in order to get a little more cooperation for SWEEP. He doesn't seem able to understand that I want to learn something other than what I will learn through his group work. Other Interns are bitching also. Our supervisors must think we are the pickiest volunteer workers they've ever seen.

All this crap with SWEEP and everything else is beginning to get me down. Elation's endurance is not so great after all. I reiterate: the Franklin (Settlement) people should have been better informed of the purpose of field training for the Interns and of the position of the Interns within the social agencies...

Exceedingly hip party with Vista workers last night.

I can't believe the new, new, new thing happening to me constantly. Gigantic emotional movements, completely happy, totally.

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SWEEP -- well, two days were spent in orientation and then the next Thursday, I went with "my social worker" to the agencies we were working. First of all, they weren't ready to leave till 1 pm. Second, we still had to go find the girls and see if they wanted to come -- in other words, there wasn't going to be any action until the next week. So, we were driving down Mack Avenue, looking at everything we're so used to looking at, and I realized that it wouldn't be till July 12 that we really started working. Also, we're not really doing anything worthwhile -- just participating in a stop-gap type recreation program. Why isn't all this government money and energy being spent in attacking the real problems -- education, housing, jobs, laws? I felt like the only thing to do was have a Bolshevik revolution. Also, I was so upset with the social workers who are satisfied with reaching five kids. That's the only way to avoid getting an ulcer, we were told. OK, but it's still nothing...

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Spent the night with the Jeffries Project -- had a party. A very fun evening...seeing all the group again -- really missed 'em. Met some people from Jeffries... Slept on hard floor -- am getting used to not sleeping in a bed.

Monday, July 3 - Am so dissatisfied with my supervisor and his whole program. I have really been trying, but I can;t get excited about any facet of the program. He seems to think we should get his jobs done, and a project benefiting us should be done on our own time, Ireally would rather work on a tutorial -- would be more beneficial, enjoyable, and challenging. Can't understand another intern voiced disapproval and Tom let him change projects. I feel like I'm sacrificing what I could learn. I don't mind helping the group, but I want to benefit.

Today was my most exhaustin and most successful day. Had actual feud with my supervisor over not working with him. I feel the Boys Club Tutorial will better benefit my tutorial. Am I being so selfish -- I imagine that I am to a degree. My supervisor just wants five volunteers to get his tasks done. From Pat's story, there seems to have been a lack of communication between him and Tom. I don't feel that I have to work at St. Pat's so we can use their facilities. It isn't a matter of conscience, and I don't feel I'm quitting! Want to hear Tom's version, I don't think that he would "use" us. We worked this evening on our Boys' Club Tutorial. Fabulous -- we worked as a lovely group. We constructed a tutorial manual. I actually contributed. We start Monday on our main operation. Very excited. Enjoy working with the group.

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Wednesday, I was alone. I had a mob throw things at me -- these Negro boys I could not control. No planning, things too loose so that I was awkward and silly -- saying things which didn't make sense, yelling, even running after the boys when they threw rubber stoppers at me. Playing bingo on the floor with the kids -- but there aren't any prizes and they lose attention fast. The pipe stem flowers failed too because nobody really wanted to make them... I learned that a concession to one child is impossible -- will be able to say "no" next time.

Always remember to not get personal -- if I am hurt by them, I can only try to hurt them back -- or something stupid like that. "Get involved but not taken", sucked in is better.

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The morning was just there -- the science experiments were interesting but that was it.

The afternoon, after working on the task force which was very successful, consisted of a long talk with another Intern, about our problems with our recreation program. He, in my opinion, was playing boss -- his manner of speaking to other Interns, the NYC girls, and me gave me the impression that we were just a bunch of dumb girls who were only good for keeping the kids in line. The thing that really bugged me was that he failed to give the NYC girls who had worked with the kids before and knew their likes, dislikes and interests, any credit for having a sensible idea in their heads. I discussed these things with him including of course, my own feeling of frustration and inferiority in working with him. At first, he seemed to understand but then, took the whole thing personally assuring me that he really liked me and was sorry that I felt inferior and upset when working with him, but that he hated, no, hostily disliked the other Intern -- as if disliking her was going to give me comfort. I told him I was very interested in Headstart which is the absolute truth. Also, Jan needs help with her swimming program so that would keep me busy all day Thursday and Friday. I can't see myself sticking to a recreation program that already has five people working on it. I also think it's time that I give some credit to my personal interests and ideas instead of playing buffer between other Interns. I refuse to be pushed into such a compromising oosition especially when I'm faced with the opportunity for real personal thinking on educational methods and theory that Headstart, I believe, can afford. I have real questions about the validity and effectiveness of such a program and only through working in it I feel I can find some answers which will be of help to me in evaluating my tutorial.

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I don't know why I'm here any more. I feel like part of the white establishment stop gap when I'd rather be part of a revolution which seems to be the only way to deal with the many huge problems. I feel guilty, in fact, and I don't like it.

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Looking back on the first two weeks of field work, I've had to change some of my basic concepts and preconceptions. I entered into this with the idea that I would have to be a catalyst and a leader. This had not proved true. I have not really done much of anything. The people have been doing all the work. At first, I felt frustrated and impotent. Now, I have come to the realization that the fact that I am learning and that I have been able to view, almost as in a laboratory, the seeds of community organization is quite an opportunity. The only frustrations that I do have concern my failure at relating with the teenagers. I feel totally inadequate to organize these teens. I just can't understand their attitudes, problems, etc.

Greater contact with family, friends and the community began about the fourth week and introduced a new frustration -- how to make people understand, The ITD had become important to most of the interns; clear communication of thoughts and feelings had become very important. The inability to tell people about the ITD, poverty, social change, dirt, hate, love, and how they felt about it all in a significant way was frustrating. They began to anticipate the frustrations of returning to home and friends.

Very frustrating trip home -- finally arrived. Entire time at home quite unpleasant... Everyone interested in my Detroit work. They just don't understand though. Talked with D... He wants to know where tutoring comes in and exactly what we are doing to help Detroit. They don't see what seminars do and why we only do field work two or three days a week. Was my explanation that poor or do they really misunderstand. Gave me a different perspective looking at the tutorial from the southside for a few days. Did quite a bit of thinking. Really am learning a great deal, but can't seem to digest it all. Can't get ideas constructed to say what I really think. Must conquer inhibitions and say what I really think -- have always been this way.

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Had a very crushing experience today. Called my parents to chat and found out the reaction of my father to my last letter. In that letter, I had told them that I felt I was developing a greater concern, respect, and love for my fellow man and that I was beginning to feel a great responsibility to help and love them. I also said that I thought I was growing tremendously emotionally and that, therefore, I could communicate closer to my parents. I was sure they would understand my move toward them -- one of very damn few moves I've ever made toward them and one of the very few times I felt able to be sincere and dependent upon their support. I found out that Dad was going to send me a large sheet of paper with the words "BULL SHIT" written in large capital, red letters. Way to come thru in the clutch! The catcher was that immediately after that call -- I saw four middle aged men literally digging through the garbage behind a supermarket and eating on the spot the morsels of food they found. Concern -- Bull shit?? I don't know if that makes me weak or strong or indifferent or desperately helpless; but it does make me something: I don't like the feeling.

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Tonight I got in a discussion with a friend of the family with whom one of the Interns lives, concerning the war in Vietnam. He was fresh out of the army and had firm ideas concerning the war and the draft. He was very open to discussion and not at all personally hostile, but he came on so firmly conservative and I was so totally inadequate to handle him that it was depressing. Before this summer, I would have ranted and raved and made many logically sound points but probably not have communicated. Now, I can only sit there wondering what I believe and despairing that I could not stop him from believing what he was saying. I didn't even try to give my views although I really wanted to badly. What in hell am I going to do when I get home and face people who are much more important to my life than he and who are much more conservative and less tolerant than he? Where is my courage to come from? Where my support?

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I attended a party in the suburbs where the guests were of late college age and older. While speaking with them, I found that I resented some of what I consider their typical attitudes towards the people on welfare, Negroes, and the fight for social equality, etc. I found myself usually on the defensive of the people I had grown to know this summer. Although I was frustrated by their strongly set attitudes, I could still accept them and mix fairly well. I know this situation will be almost identical to the one where I will again talk with my friends at school.

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I have been dating a boy from Detroit not at all involved with the Institute. As he has begun to grow involved in me and he knows that I like him, he has been pressuring me for my time. I've tried to express to him my responsibility as an Intern and the special feeling I have for the group which makes me want to be present whenever the group is together as every minute means something. He and I both became frustrated as he can't grasp this feeling or the uniqueness of the group. This made me realize how lonely I'll be at home and school when there will be no one around who will understand this summer who I can share it with.

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I called home and tried to explain some of my feelings about living in Detroit but rammed into a blank wall. It was impossible to make my mother even begin to get a glimpse of what was going on both exteriorly and interiorly to me. That depressed me and started me thinking about me very seriously; how am I going to communicate my experiences and ideas I've gained here to my tutorial project? I'm going to have to do some careful and spontaneous verbalization and thinking.

Although the Interns' experiences in the community seemed grim, they weren't beaten down. Three things were working for them: The group support that developed from the T-groups had flourished and was helping sustain them through contact in their living groups and at work as well as at seminar meetings; the interns were taking full responsibility for solving their problems and they knew it; group meetings began to work better and insights about how to make them function most effectively were gained and shared in the group. But, there were problems implementing the insights.

I was pleased we spent time today to talk about our group and the problem of the non-participants which includes myself.

I felt the day very worthwhile and was very happy about our breaking into smaller groups where I feel comfortable and fint it easy to contribute.

Tonight, for the first time, I talked in front of Tom -- I didn't feel at all uneasy about his coming into our small group. I feel kind of bad now -- by keeping my mouth shut, I've not been fair to Tom -- he is incapable of knowing what's going on with me and St. Anne's. Thanks to Charlie and Tom, I feel much better about other Interns. Just as I hide behind my silence, they hide by talking a lot. They want so badly to help people by questioning them. We react by criticizing -- the way they talk, how they react, their ideas. They are people, part of the group, yet, we often treat them like a freak. They must feel very much alone.

The reality of the community infringed upon everything.

Is participation-non-participation the only issue? Or is there a larger issue? Sensitivity on part of participants -- what about on part of non-participants? Of course, there's none. What is happening in my damn mind? I feel it's blowing up and over such shit. There's so much more important stuff going on in the world and I'm going crazy over a damn Institute where one half of the people give one damn and one half give two damns and so, we can't talk. Laura and I really cracked tonight. Girl was stabbed in elevator, in our building -- a would-be tutor.

Frustration...

Wednesday night was the meeting where we were to decide what to do on the weekend. It turned into a conflict between Chuck and the rest of the group. It's kind of ironic that we functioned very well in sticking to our system of hand-raising and in keeping to the topic. The only problem was that Chuck wasn't part of the group. The trainer said that we were communicating very well. I disagree. While a lot of things came out that needed to be said, he couldn't get through to us. The good thing that came out of this was the beginning of a realization by the group of more of the group's problems -- the group's responsibility to the individual and vice versa. I can see some good things coming out of the meeting now, a few days later, but at the time, I was frustrated and completely fed up with Chuck, the group, and myself.

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Analogy to community: We have really communicated with Chuck but that doesn't resolve the issue. He understands why we want him to go but he still doesn't go. (His values are different and we want him to believe in our hierarchy. Wrong -- I now see it. Though I believe or believed we all should go, i.e., group comes first. Now, maybe it becomes an issue of values.) This seems to be our ideal of group communication -- conformity of values euphemistically called real-in-depth communication.

Impatience...

We can't abstract at all. Can't pick peoples' brains well. Can't or are we afraid to ask? Well? Can't lift out of Tutorial context. Some people won't think in any context broader than that. Tutorial is social action -- no one will admit it -- I guess it's also cause I'm impatient. The world is blowing up and we're piddly dinking around...

We're like three year olds. Everything has to be fascinating or we turn it off. No one seems willing to accept the fact that we're learning equally valid stuff indoors. Field work is exciting and with people and you feel significant. But you have to know something or you'll mess people.

Everyone has really matured -- like Susan said. I do believe that. But they don't want to apply that to administration and function. They only want to use it in the field -- (Notice use of word "they"!)

Dealing with the group was a good testing ground.

I have decided there is a definite need for some type of a retreat. We have become isolated in our living groups. There has been very little opportunity to talk about what has happened in the group, etc. There is only one person in my listening group who gives me any feedback in conversation worthwhile. I got so tired of them agreeing with me (nodding type) simply because they are too lazy or too stupid to really consider what I said. I learn the best (have discovered) when what I say is questioned: I am forced to evaluate myself. The times when I am most receptive to such conversation is in the evening when everyone is beginning to relax, but who is around. Not the people with whom I could have a valuable conversation. Oh! I talk to the people and only one ever disagrees with me around here, but I think I have wrung them dry as resources. So I am all for retreat and the three day thing, simply because I am craving a deep, personal intellectual discussion at an opportune moment.

Today's discussion was really needed by our group. I think I am beginning to see the need for evaluation of everything we do in that we will understand what is occuring and take the ideas, not the specific problems, back home with us. Today, an intern didn't check out what the others in the group felt as she talked. I think what was wrong was not the irrelevancy of what they had to say, but that it was only a two way conversation, in a group of thirty, such a conversation would be of more benefit if more were included.

Today was the first day we had a seminar, which was so concrete: application to what we want to do is easy. They gave us some good ideas. If I capitalize on them, I will gain a lot.

More direction would make it "nice", but reality isn't always "nice."

We discussed seminar programs yesterday and at least it was more interesting than Monday. I really wish this were more like Brotherhood Camp where morning topics were all set up and afternoons were up to us -- that way, we got meaty material right off the bat. Or else, I wish we could have done this stuff during orientation so that this week could really get down to business.

But things are getting clearer and we talk -- the four girs here -- about what's happening and how we're feeling all the time. Maybe, we are just being forced to think. It's very straining and hard and I hope we are learning...

- - -

We had this awful meeting deciding what we should discuss in the morning. All morning, we discussed what topic should be used, whether it be group responsibility or the prupose of tutorial. I just can't get over how interns like us, can't decide over one simple topic. It seems as though we'll never learn. I think maybe after all, a dynamic leader is needed.

- - -

...To start the day off, I can see now a sharing session was needed to let each tell what had occurred in their neighborhoods because this discussion over "rode" a discussion of evaluation of the orientation week. We need a gread deal of practice in sticking to the subject. Everyone, today, was more concerned with getting to say something important to themselves rather than what was relevant to the group discussion -- no progress made.

- - -

Frustration! Everyone was yelling at each other toward the end; it reminded me of a personal situation called home which I won't go into. The sounds of people's voices has such a definite effect on the way their comments are received... We kind of blamed Tom for what happened. Rachel made the point that Tom was not fulfilling any administrative position. I myself felt that he should have had a basic structure things -- we have that job, so sorry Tom!

- - -

Discussion of "group responsibility" today. I'm confused on what group responsibility is. There seem to be certain underlying roles and consensus concerning this, but I can't really figure them out; that is, I can't fully conform or attack them appropriately and I don't think anyone is sure what group responsibility is.

When Rachel questioned our assumption that group unanimity was desirable, I was struck -- very good thinking material. Rebecca's Bill of Rights was good but incomplete. Again, there was ambiguity at adjournment.

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Do we learn more by going thru these horribly frustrating meetings than we would have by having a seminar on cultural and ethnic differences, etc? I'm not sure but I think yes...

I was gone all morning -- and most of the afternoon and the group functioned very well. Tsk, tsk -- blow to the ego. You know you're not indispensable. Group probably worked even better without you...

Oh ... the point!

Dandy: If we do nothing else in next four weeks but find out how a group interacts, we'll have accomplished a great deal. Papers, field work, etc. are only complementary.

Related directly to Tutorials: Then you as Administrator can learn how to get group interaction. You can delegate responsibility and get things accomplished -- if you learn how to get best interaction. How to make people who feel outside it get into it.

RIOT

Fate and the avialability of an outdoor center at Hayes State Park where we had planned since June to retreat to for a couple of days, had us leaving Detroit on Sunday, July 23. That night the riot broke out into its full rage.

Confusion. What were we doing 60 miles away from Detroit when there was trouble? (Our friends there will think we were phonies.) There was so much money spent and so many people working on cure-all programs for the poor. Why didn't they work? (Didn't anything I do make a difference?) Stupid cops -- who'd ever try to arrest 75 people in a blind pig on a hot night? (They must have known what would happen! They couldn't be that dumb. Why did they leave that place alone until it got hot?) Should we go back? What can we do? I wonder if Ron is OK -- he lives near 12th street doesn't he? This must be dream. It is a nightmare.

Riots and we pull out. Tried to get WCO. No result. Try again tomorrow. Tense and sad. Maybe every city has to go thru this.

- - -

The next day was the big upset about the riot.. I was totally depressed... and hated Johnson so vehemently for his statement about the hoodlums we all despise. Some of us in the girls' wing talked for a long while about how ashamed we are about our country and how totally powerless and worthless we feel in the face of all the crap that is going on. Felt stupid in the forest while the riot was going on. Just like always -- we are privileged to escape when the going gets rough... But Tom brought a great revelation when he said not to go back with these great exciting altruistic notions of helping out, went back and was astonished at the burned out blocks, the endless number of "soul brother" signs, the soldiers and trucks and tanks. We all stayed at Edward's, watched the news on TV, got really frightened. Was writing a letter when some policemen came into check us out. Then I was told to move from the window because I'd make a good target. All this, plus the fact that we were all sort of hiding out in this place for safety made me feel like I was in the Diary of Anne Frank. The next day when all 30 were there, sleeping on the floor, sharing one bathroom it was really uncomfortable.--but wow - we have learned to adjust to just about anything. Went to Visitation to help in the food line and worried that I was really helping the Mayor, etc. to clean up but felt terrible for people who really lost everything. Can't quite comprehend it.

- - -

Riot in Detroit -- added tremendous emotional load to my mind and made other things come to surface. Tonight I broke down. I don't understand what happened -- I think it was culmination of many factors: Worry about my parents worrying, Worry about how I will handle myself when I go home, riot, interns' reactions to riots.

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I guess the fighting wasn't too bad last night, just snipper fire. People are going back to work today. The U.S. troops were called into the city. First time since 1943.

I am frustrated and confused. It will be hard to work on papers today but the only thing else we could do would be sit and listen to the news. Some of the kids want to go back to Detroit. It would be an experience to learn a great deal from, but I think by staying here our time could be better spent because there is absolutely nothing we could do in Detroit. I really know now how I would feel if anarchy did occur because I thought that I could know what was happening to them, but I would also want to be with the interns.

I feel very isolated here, its too safe. I can't do a thing about what's happening in this damn world.

The confusion increased with the horror of guns, soldiers, fire and death in a city they knew well. For half the interns, the only thing they knew for sure was that friends may be needing them, so they went into the city immediately after the battling quieted. The others decided to remain until the originally planned departure, because they felt that they didn't want to help speed up the bandaging process -- they wanted the responsibility to hit the Detroit middle-class since it would be they in the end who would be responsible for making long range changes.

The inner conflict caused by making this decision was tremendous.

This is what one would call I guess -- Utter despair: Nothing will get better and we can do nothing. What do you do where an adopted city blows up? What can you do?

Idea of letting the Establishment see real hurt so they'll change. Baloney. They'll only change if their pocketbooks are hurt. Giving out food, etc., to burned out people is a bandage but it doesn't help the Establishment.-- helps superficially the people and the M-C has to pay i.e. donate towards it.

Tuesday 2 AM. Riot: After an entire day of moaning and feeling lousy lets try to get something onto paper, honey.

We've all lived thru many a riot in our old ages. I've always felt a vague horror but never till Newark did I feel this depression. I guess that's like the death of 6 million Jews. All one feels is vague horror unless a relative, someone close was involved. I worry about our kids in Detroit - they'd be the first ones in something like this.

Tutorials are completely valueless. We can't go back to Jeffries and continue our project, not when there are so many beaten people. What can we do at Jeffries?

How do you start rebuilding a burnt down city? I can't ever imagine Brainard St. (ITD office and residence of 5 interns) levelled, with no people. Deceiving how everything can go on so peacefully - oblivious. What we left Sunday and what I hear about today have no relation, no connections. Detroit Sunday at 6 PM was like Detroit any other Sunday at 6. How can everything to so quickly?

Quickly? No, it's been smoldering for 100's of years. Then why the sudden eruption? How do things like this get triggered?

Calling in Feds - bogue move. We have a bubbling idiot for Pres. If there never was a riot, the presence of Fed troops is sure enough to start one. Now on the East Side the fighting is Feds vs People - Vietnam - If the Feds weren't there? Some really vivid and scary images: Tanks in Cadillac Square - Paratroopers!

Right now what do you wish for? A lover and a cave to be secure in your own little world and never worry. I think we all feel frustrated here and want to get back provided we can do something. It's all of our city. Amazing how close we've all gotten to that place. What timing -- getting up out of the city before things blow.

Newscasting have been calling it a pure rebellion. I have no conception of what that means nor what it means to have people dying in the streets, shot down by snipers. Things like that just don't happen. You don't look out your window and see tanks in the street.

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Tonight I felt rather sick when leaving Detroit (Ed.'s note -- this Intern was in one of the last cars leaving Detroit and was aware of the gravity of the situation while the others had not yet heard.) like we were running from the city when things were getting rough. I knew there was nothing we could do except get in the way but yet, I wanted to be back, just being with the people who have come to know and trust me.

I don't understand America -- our gov't -- why is it that they (we) don't think about the poor until the smoke from stores and houses nearly chokes us -- that sounds very melodramatic but I don't know how else to put it. Monday: I felt very tense and uneasy. I realize that working on these papers is very important and the most productive thing I could be doing but my mind keeps getting fogged up with thought about what's really going on in Detroit. I'm afraid for Jennie and the kids on St. Anne and I don't know why I'm so damn lucky to be safe out in this park. Detroit is not just another big city where riots are occurring -- this time I've lived there -- I know some people there. Then that tells me something about myself -- I don't really think and feel about a situation until I've got a persoanl stake in it -- that really makes me feel rotten. I can't even continue writing right now.

Tusesday: I feel like my mind is really blowing. I just can't stand sitting in this park and doing nothing but listen to a radio. I know I want to go back to Detroit but I don't know what the hell for -- I don't do anything probably but sit in the house there and wait but at least I won't feel like such a rat staying here not being able to keep my mind on the papers which I feel I should be doing but can't. I'm scared to go back -- snipers and fires really frighten me and I know my parents would want me to stay here safe and sound but oh damn I've been safe and sound all my life.

Susie said something about staying and discussing the riots and the underlying cause and our place in preventing them in the future. That really frustrates me. I wish I could sit down and talk about those things but I have no frame of reference from which to draw so I don't see what could be accomplished as far as the rest of my life is concerned by discussing a problem that is so undefined and muddled in my mind. The causes of riots are basically a mystery to me. All I can see is superficial things like poverty, poor housing but that can't be all. I would feel so phony and hypocritical discussing something I don't know the slightest about. By going back to Detroit, I may get at least the feel of what goes on during a riot. I can't stand to listen to andother news cast -- I've been doing that for too many years.

Well we're back in Detroit like I suspected we can't do a thing but sit in the house. I feel uneasy and scared but it's not like the horrible frustration I felt at the park. I know Georgia and company are OK and within easy reach which cures some of my worries.

People are on the floor playingmonopoly and Dan and I are sitting here discussing our grammar school days -- how's that for escape.

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That night I got further information about the riots and it was more serious than I expected it to be. I know it's something very serious, but I can't feel the full impact of this awful situtation because living in Hawaii for some many years, I never really go involved with problems. In the mainland, and just living in Detroit for five weeks and hearing about the riots there, it all seem very unbelievable, that here I am in the mist of an inter-racial riot.

This incident probably added much to my experience in becoming more aware of segregation and hostile feelings between races.

Here we are at Hayes Park, and everyone is very disturbed over the riots in Detroit. Some interns want to go back to Detroit to do some helpful deed. What? I really do not know.

The Riot's affected the Intern's attitude toward tutorials.

3 AM: Riots in Cincinnati, Manhattan, Sacramento, Florida, Philly, Phoenix, ---- War! El Julio and Stokely are in Havana. Trust the Masses.

Is there a tutorial in Phoenix? Let's start one. It'll fix up the world.

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I didn't want to go in and help because I felt it is time for people in Detroit to feel, experience and solve their own problems. I know they can do this but it is so damn hard to let them because they don't solve the problem like you would probably direct, but you know what they usually come up with better ideas.

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Too many close friends of mine have been messed with by this gov't for me to listen calmly to these people. I don't want to go to Detroit to "do good" or learn. You don't mess with abstracts like that when people are dying. A question: Do you let people die so other's'll get mad enough, MC people, to demand some change. On is that also messing with lives and MC'll never respond. Division: The character of tutorials has to be changed completely even if it means tutoring fewer kids. The Sunday School people must be removed.

- - -

I realized that I could help out in the disaster area but not in a very significant way and our retreat had long been planned to criticize and supplement our papers. I would have felt self-satisfied passing out food, etc.,but I thought that in the long run good papers would be more beneficial to me.

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When the group departed for Detroit I felt on the defensive as if they were thinking I was avoiding work and didn't care. Actually, I thought they should feel somewhat defensive for some people seemed to be taking the road to easy self-satisfying action, while staying was the more difficult road to analyzing before acting. I was relieved to see that a temporary division of the interns didn't create any lasting barriers or frictions.

Everyone gathered into one house when the rest of the Interns returned to Detroit. Before the retreat, many had lived scattered all over the city in or near areas of rioting, and travel was dangerous and limited by curfew.

Smoke, cops, guns, tank, looters, the National Guardsmen --- a nine o'clock curfew---- volunteering useless help to aid stations. More confusion.

The questioning that went on as to whether or not tutorials are of any value put me back a few steps. I had assumed that the interns in the institute accepted tutorial programs as being valuable or they wouldn't be a part of this institute. I do question myself what we can do to be most effective as agents of social change.

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Tonight: heard the unbiased news broadcast and watched 3 cop cars Zip down the block, we played an intense game of monopoly. Three cops stopped by ready to shoot. Someone had reported 15 kids entering the house. It was like Anne Frank -- terrifying, guns, a million feet long. Then they joked around -- saw all the babes and said they know where to go when they get off work.

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Volunteered ourselves in giving aid to St. Leo's Church. It was my very first time I have seen homeless people by the dozen taking advantage of the supplies devoted by many stores and agencies.

When I first got there, everything looked so unorganized that I really didn't know what to do with myself. I tried to get myself into the routine of sorting the food out, but found that I was doing more harm than good. After awhile, I finally knew what was going on, but really didn't contribute very much manual labor. In fact they could have done very well without me.

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Talk as a group on social change: Sure! Most of us cut out of Hayes yesterday afternoon. Insane to stay there. Maybe we can do nothing but we should find out by talking to people.

I was scared but people should be every once and a while and staying away isn't an answer. Susan said she had to stay out there to clear her head. That was never valid to me but I think it is now. Tense-group split, some felt we should stay and talk thru our role with such things. Agreed-but not till we have first hand knowledge. I was undecided about leaving for 2 reasons: 1. Is this making it easier for "them" to soothe the people without making any real changes. 2. What does Thomas think? Did he consider it mutiny -- personal or otherwise -- which I'm not prepared to be in yet. I really could have used a directive. I can't even decide to turn left or right anymore. I feel like I need guidance and support to ever crawl.

Spent day at Visitation and WCO and from people's reactions decided that was not the most effective thing I - we- could be doing. Discussion on change would be beneficial -- relates to Becky's original plan for summer: Redicalize 30 people.

1. community could have done distributing of food
2. 5 items is no help (Ed. note: Aid stations gave each person 5 items to tide them over)
3. people weren't militarly angry nor grief-stricken but accepting. General reaction of the poor.

I'll get literature on organizing, display it and propagandize. Occupied City -- Hudson's (huge department store - heavily protected) and National Guard.

More Tuesday July 25

The political and social --- WOW! So we'll sit around here all day and dream up our role and then decide what we can do now and for the next 10 years.

If the only reason to discuss it is not to arrive at a group consensus but only so that through speech, we'll straighten things out in our own mind -- OK: that I learned this summer is valid, Not everyone has everything straightened out and not everyone functions best or learns most with just a group of close friends.

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My unmailed letter to (Major) Cavanaugh, etc.:

The Detroit riots of the past week were horrifying and saddening.

To me however, it is even more appalling the local and federal officials are in effect brushing this aside by calling it the actions of "lawless hoodlum" and outsiders.

The fact that these were integrated acts of violence by the poor would seem to indicate that this was an act of economic origin. Perhaps, the poor are finally beginning to realize that they are being actively suppressed by a vague but very strong power which reacts to nothing less than violence. No change occurs when people cry that they are starving. The Department of Agriculture and the Senate debate and babies die in Mississippi. Only when the powers that be are scared, terribly scared, for their own economic interests, do changes occur.

I dislike violence but I must ask myself -- If I were black, how would I have reacted this past week? I don't know the answer.

The Interns, however, were good products of their training. They individually had make their decisions and wanted to stay in Detroit in case they were needed. However, for the first time the staff stepped in and made the decision. (In the beginning, the Interns hadn't wanted anything to do with an administrative decision.) Parents had all been contacted an assured of unity of life, limb, and current safety, but they still wanted their kids "OUT"...either of Detroit or of the program. Although the riot seemed to be over, the staff was uneasy about remaining for several reasons: Sniper fire still continued, there was no field work and seminars could take place anywhere, volunteer work was useless except to grind into the Interns the misery they were already aware of, some Interns would be forced to leave if the program remained in Detroit,---and Detroit's people had filled all the positions necessary. There was nothing to gain and a chance of losing something--from hope to life -- if we remained as a group. The option was open for individual Interns to remain in Detroit if they choose. None dropped out. None had dropped out from the beginning.

When Tom gave THE DIRECTIVE, as it shall be known in history -- that was the 1st time I think that people really reacted to him personally. Maybe cause it was 1st time many people felt they knew honestly where he stood. Susan was upset and I could do nothing after all

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the great things she's done for me.

Was the Directive a method to pull us together? Things were breaking down for us in Detroit. Getting us together physically might help it? That was part of what I suspected to be the motivation and if it was we should have been told!

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I was very annoyed and upset with the director's decision to pull out of Detroit early.. It was hard to accept a directive after so long without direction. I personally could not see myself in danger by continuing to live in my neighborhood but I understood the director was carrying much responsibility.

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I felt I had been slapped in the face when Tom came out with his decision to leave Detroit. It was not that I disagreed with the decision basically -- it was the way and the time that loused things up. I felt Tom had kind of set us up -- led us to believe that we were really part of the decision and then all of a sudden threw a directive at us. I found myself questioning his motives and then realizing I had no right to do so because I didn't know Tom well enough to realize whether I trusted him or not.

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I stayed up all last night trying to figure out where I was at. I couldn't when Tom and Susan (staff) left I relaxed a bit and could think a bit more clearly -- without intensive emotionalism.. All of a sudden it hit me and here's where I am as of July 27, un dia despries de la revolucios:

1. I had to come back and distribute food or whatever just to have some contact with people so I could try to ascertain where they were at! I worked at 2 very different places Visitation and WCO, and now I know a bit the reaction. It was not militant anger nor grief. It was sadly enough, the almost typical reaction of the poor -- acceptance, that's where they are and that's what must be worked with.
2. Anyone can distribute food. The community will respond if I'm not there. I can do other things and I re-affirm what I said 3 weeks ago to Rosemarie: To me this Institute will be a success if all it does is partially radicalize 30 kids. That's the 1st step -- education of your own. And I think I can do it really blow their minds with Guardian and SDS literature.
3. I couldn't know what people were thinking unless, I came in and worked with them. I thought giving out 5 items/family is piddly dink but I had to check it out because maybe my own wants to sit down with these people and "tell them how it is."

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Helped at WCO and Visitation today. Although I knew that when compared to the scope of the riots my efforts were totally insignificant, I got a lot out of helping. I was able to feel latently altruistic without criticism-- able to forget myself and my enviornment for a day -- able to give something. It was a good feeling. Tom's ridiculous decision to leave Detroit. Only justification was the heat some interns were getting from parents. But Tom seemed to use every angle he possibly could to get us from Detroit. I don't understand his motivation, but any thinking of his decision as a mistake makes him more human -- yet, I resent it.

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Talked to my parents and was really surprised to find that they wanted me home. I guess I can understand, but it really surprised me that my father would be so upset. Anyhow, I thought Tom's decision was good, even tho he went about it wrong. I'm really intrigued by the people who were so mad about the whole thing. I have this basic problem -- I can see both sides of an issue so well that sometimes it's hard for me to take a definite stand...so I, along with everyone else, I guess, became a total wreck and had no idea whether I was coming or going and lost the ability to decide where or how to go. As a matter of fact, I was unable to make any decision.

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Been thinking a lot again today as usual but haven't written. It really super hurts me to care so much for all these people-- the interns, the CYS, the kids we worked with, the teachers and advisors. Most of them don't give a hang about me and I just can't figure out why. I called some of them and tired to tell them how much they meant to me and they said good-by OH HELL - But others like Quienesta make up for them I guess.

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Right now I am waiting in Hudson's for a phone call from Miss L. (I look pretty funny sitting on the floor) I really feel guilty about leaving CYS and I guess that's why I've put off calling her.

I don't like to disappoint people--but I'm really not sorry about turning the whole thing over to them because that's the only way to get them really interested. Sometimes (most of the time) I wonder just where those people are going. Also, they say things like getting a few boys a job is skirting the real issues but they get the kids the jobs anyway. Had to stop.

PARISHFIELD

After much anger and bitterness (and a move to quit the ITD and remain in Detroit independently) "The Directive" was accepted and ties were cut ---goodbyes said--- and we left for Parishfield, an Episcopal Church Retreat near Brighton, Michigan where we had been earlier in the summer for a weekend.

There is some feeling for cutting out. I agree provided we make a few calls first to Georgia and St. Pat's to see if they need us. But the thought of calling a meeting to do that turns me off, off., because I dread the hours of nonsense before the decision. I guess I have really abdicated responsibility. I went to do with the decision making process. I wonder if everyone feels similarly. If Tom does nothing, nothing'll happen.
Discussion re. should we go home -- will we be only helping the city to soothe its ills or should we stay here and act as agents of social change i.e. figure out methods so that 23 years from now we can effective and active change agents.
I am in tutorials fully cognizant of their limitations. If everyone was, things's be OK, sort of. This thing -- let's discuss how we can prevent riots etc. is so much shit. They shouldn't be "prevented" and college students can do nothing to prevent them. So we'll sit here and discuss our role and what'll it do? So man against the war doesn't do anything. So many knowing their role does nothing "lawless hoodlums" girls: 17-25. Only really good article on riots - Jimmy Bredin Tuesday's Free Press. Why did this one incident spread where other incidents like it are happening all the time? Romney - not racial must be hoods. Of course it couldn't be economic, not in the USA. For the 1st time; a poor people's riot.

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I agree thoroughly with coming out to parishfield because I feel like the colleges and parents who are worried and object to our staying are the people who we will be working with when we go back. This whole experience this summer is super sensational but it isn't life back home in Ind.

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Saying goodbye to those people of my neighborhood and resigning myself to the fact this is no longer my home was the hardest thing for me to do this summer. I was totally depressed knowing that I would probably never see these people again and yet I'm almost glad that I won't be able to see what becomes of the children's lives. I'll miss the noise at night which symbolizes to me the real which is the inner city.

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It has been very difficult to write a journal lately. I have to make a choice between it and writing letters, the last few days letters have prevaled

Tonight after several days of not thinking. The group has to face what its future is going to be I am glad now we left Detroit because I see now we were all too concerned about the riot. That is, I think that I need to learn some other things rather than concentrate on something I can't do anything about, at present. I want to be up on the news but it is a waste of time to be concerned only with the riot. Some have left it and I am glad.

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Leslie, being very middle class -- sitting here with my bangs plastered down with Dippity Do -- praying that they stay straight for just a little while. Again, I am sorry for not writing regularly. Things have become overwhelming and it has reached a point where someone could smile at me and it makes me feel great, and somehow it fits into what's happening, and of course I can't write that down or explain it, so instead I go to bed. And now I'm paying because everything is becoming these huge impressions and I can't remember anything that happened even this morning.

I felt nothing breaking ties, except for Mrs. S. But my work didn't give me any strong feelings for anyone, except for my early feelings about my supervisors.

At this point I developed my theory of marriage.. This is that women should not go to bed with their hair up on rollers or it will really bother their husbands. Therefore, women should have hairdos that don't require nightly jobs. Therefore, I figured, if my hair is long -- to make it look nice I'd have to set it every night. So, I better cut my hair now so that people will get used to it, especially whoever it is that's going to marry me. So I went to Hudson's and got a hair-cut. I felt really good then--in the middle of a riot, seeing a real problem and doing something about it.

Back to riot: Mr. S. is so glad to see us go. Mainly frightened that we would be killed and he couldn't take care of us, but really yelling at us for the most insignificant things.

Came to Parishfield totally exhausted. Understand completely the concept of having your mind blown. I don't know what happened but somewhere in the past few days I became really attached to a lot of people here. And dying to talk. Talked with lots of people one at a time. So many people have really changed -- it's exciting. I'm smiling again. It's great to have everyone around. You get to see so much about people to really appreciate. Also get to talk in natural situations. Having an impossible time writing.

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Morning: Washed walls in girl's dorm. Exhausting but physically relaxing and satisfying.

Afternoon: Talked in small group with Walt (Director of TAC). He is Bright guy had such a build-up that I'm impatient to get to the deeper stuff.

Evening: Small group on what we learned. Interesting, fun. I like them all...would like to see them again but nothing really close could develop...maybe the real ITD starts in Sept?

(several days later)

Slept till brunch--we're living as ladies and gentlemen of leisure now (sort of)...

Maurita (consultant form the University of Michigan) spoke on groups and how they funciton--what roles are necessary, etc. What were my major ideas?

I tried to raise "consiciousness" by focusing on Issues. I guess I was mostly talked orientated in a group which had not really a clear idea of the tasks nor of their own relation to them and felt two types of roles. Maintenance Cool--they had to settle all that before they could become task oriented--I guess I considered that invalid for two long.

We had little task orientation. It never developed. Was that perhaps due to the lack of intellectualization with which tutorials were approached and also due to the underlying principle of "feeling" governing the entire Institute? Anyone who used reason was cold calculating machine and after all, you can't teach kids if you're a machine. If we all kept feeling along eventually ideas would spout up full grown. Not true. Have to work to get ideas; use both head and heart and be afraid of neither.

We played games: 1. Role playing to help Leslie. How to expose hi-school kids to ideas of group learning in a short structured situation?

FJ ask - What do you think? Bring discussion onto personal level where you are too honestly involved....

I really did enjoy doing it, where as I think 8 weeks ago I would have done just as good (or as bad) a job but wouldn't have enjoyed it. Lack of artsiness up here: That's something amazing for such a group of "feeling" people. No one dances, no one plays instruments, no one acts. That's not realy true. I mean spontaneously. When we wrote our play at Hayes I felt really good because creating things is so, so exciting. And when Edward and I went thru our little routine I felt good. How come we don't do that more often?

Spoke to Tom tonight about how I can't speak to him. When two non-talkers get together it's hard I guess but I feel a little more relaxed. A relationship needs effort and some tension to grow but too much of that and strain obscures the relationship.

Next we played: Make square out of (white) paper, giving pieces with exchange only, non-verbally. I used to have a real fear of this non-verbal stuff, afraid I'd see things in people that I didn't want to deal with. When you look into someone's eyes you have to see a part of their soul. If you don't really know them, how can you deal with that new "info". How can you say -- I know all this inside stuff when you can't even talk to them about the weather?

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I'll say for the millionth time that I'm amazed at what's happening here, at how much I'm noticing, at how much there is to notice. In 8 weeks, -- have we learned!

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It is great the way people have changed the past few weeks or my perceptions of them have changed.

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3AM: The most exciting thing happened tonite and I could never explain it but I'll give it a try.

Leslie HAD A T-GROUP. WOW! It's like taking a trip.

Andy, Lania, Kathy, and I went into one room with Jack (Ed's note: T-group trainer) -- and then a bunch of others came in and off we

went. We spent a long time asking questions about Poland. Then Andy, who knows I am dying to get pumped with questions, said, "Leslie, I think you sold yourself down the river this summer, and I want to know why." Well, off we went. Finally I figured out why I crawled into a shell this summer: I was faced with kids my own age and didn't give them credit enough to think that if I went digging I'd find some beautiful things. And that's what always happens, because I'm so used to being with older exciting people. I'm spoiled and I'm a snob... Then they went on to other things, and slowly something hit me. T-groups are supposed to be groups building trust, where you can discover and admit weaknesses and faults and still feel...loved. Well, it occurred to me that I had just found out and stated quite a big fault down at me - only that they were all caring. I felt a huge overflow of love and gratitude and it all fell out, and I just had to thank everybody. The rest of the nite was like heaven. I came back to the dorm and charged into a room where Becky, Charlie, and Rachael were -- and I just kind of bubbled over with excitement. Charlie started laughing. Then I told them what had happened - and I think they really appreciated it. I asked Charlie why he laughed and he said it was so funny to see me so excited and enthusiastic. I said, "Listen, man, I'm just glad to see me coming back. I thought I died." At which point Rachael and Charlie completely broke up. Wow, it's great.
Aug. 6 - Having great conversations with everyone. It's fabulous to be able to sit down with just about anyone and right off the bat get a good conversation going. The more I talk to people - I'm going to get Lania, Rachael, Becky, Anne, etc., the more my sense of well - being is restored. Still am a coward tho--like yesterday when I wasn't willing to be in a role play...taped an evaluation with Eileen, Rita, and Kathy. Again, talking to people made everything good. Brought out interesting points...like I wish I'd been like this from the beginning and then could have gone on.

Had a talk with Rachael about non-structure. It's very exciting to me, but I'm just getting around to understanding it, to understanding the summer.

Wish we had more time to talk about it a little more and to get into situations. I guess the kids going to the Congress will really be able to try out some of this stuff. I am very envious of them.

I almost wish I'd been a meek little soul when I arrived so that I could feel a big change...like Kathy how fantastic that she never used to talk. I can't imagine it.

The greatest idea is the one about the non-directive God. Man, how else could God be? That's really a neat thing to think about.

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Our doing manual labor together to stay for our room and board here in the country I also found therapeutic as it helped to relax people. On the other hand it made some very uptight as they didn't like such an unstimulating atmosphere.

It is very hard for me to sit down and write as I feel it's so important to sit down and talk as much as I can to other here as soon I'll be leaving them and I feel I've failed to exploit what they have to offer me...

I really can't believe the eight weeks is almost over. After living and working together, some of the interns have become a real part of me and there will be a void when I must leave those I'm close to.

END OF TRAINING EVALUATION

Just before leaving Parishfield, we asked the Interns to do an evaluation of the summer's training. Although some tensions from the riots and events which followed it still existed and gave them a rather gloomy view of the world, their evaluation of the training was enthusiastically positive -- with recommendations.

The personal growth we had hoped the training would foster had and was still occurring. Doors had been opened which encouraged the prospering of a new freedom to move within the self, and they showed promise of remaining open to further growth in the future. The Interns were unhappy about reality, but they had no qualms about their ability to deal with it successfully.

Some of the following quotes reflect the value of the ten days at Parishfield, so, perhaps their forced existence was not only useful but necessary, and a required part of the learning process would have been missing from the training program had we not been pushed in to it. Without the riot, we would have used the last week for evaluation and re-entry, but formal time spent in group sessions would have been much longer and the Interns couldn't have interacted for as long or intensely as they did. It was during this period of forced semi-idleness that most problems were worked out and words put to conclusions arrived at but undefined through observation and experience.

The most exciting element in the evaluations (and the most gratifying for the staff) is the joy and confidence the Interns have found in being themselves. Had none of the Interns returend to tutorials but gone on to other things, the training would have been successful simply because it did build leaders.

Other than the fact that I am now questioning every value and ideal which I have, ITD has done little for me! It is really hard to write at this moment since I am in the process of deciding what to do concerning my formal education. I used to be very inhibited -- my inhibitions are still present but I seem to be concentrating more on alleviating them. I believe that having spent an intense eight weeks laughing, talking, crying and sleeping with a great group of thirty individuals helped me to realize that people can be trusted and I can open up -- let them know what is really inside. The change in me seems very sudden. The past few weeks have caused me to question more than ever -- I have been happiest and most depressed. From the beginning, the entire summer has been a struggle -- these past two weeks, I have been able to look back and test what I have learned.

Certainly, ITD had helped me as far as tutorial knowledge but for me, it could be better titled IPD (Institute for Personal Development). Eight weeks of ITD has done as much for me as two years of psychotherapy!

The student Congress brought the value of some of the frustrations of the summer into focus.

The struggles we had in how the group functioned were helpful, I think, in light of what I am seeing at the Congress so far.

It is difficult for me to criticize objectively the methods used this summer because it was the right thing for me. I was ready for the close relationships that developed and the frustrations that emerged. The mechanics are the only things I can complain about, because this summer fulfilled my needs.

Since I have been with some of the delegates at the Congress, I have been able to see my change in attitude. I hope I can keep my enthusiasm to a great enough extent to continue the thinking that has begun for me this summer. I liked myself as a person more than I ever have before -- which I hope is a permanent change in attitude.

About the confusion on the non-direction...

...it should have been stated from the very beginning very specifically that this program is non-directive. I talked to S about it this afternoon and she mentioned the fact that it was stated in the "Notes on the ITD". I know it was, but it was almost mentioned as a side line. It seemed to be slipped in as an afterthought. Maybe even if it was told to us (very specifically), we would not have accepted it as true at the beginning, but I'm certain that we would have believed it a lot sooner than we did and really get down to business a lot faster. I know that I was pleased with the non-directiveness, but I was always waiting for Tom to take over at any moment. I never really took it seriously that Tom would not direct until the middle of the program. I'm certain that most people felt as I did about Tom taking over, and I am sure that they didn't know that this was to be non-directed and non-structured. On the first day, it should be made clear what it will be like -- no matter if the interns are going to believe it at that moment.

People help...I know where I am now...

I could write sheaves of papers on this but I'm afraid it would be repetitious.

I really feel that the ITD benefited me very much on a personal level. I don't claim any earth-shaking changes in me. I think the training or non-training, as the case may be, brought out definite latent potentialities already within me...

I feel that the relationships which formed strengthened me in my own personal convications. Things that I once questioned, I began to see in a new perspective and I've either made those beliefs, views, theories, etc. my own or I've rejected them.

I don't think that I can really evaluate what the personal relationships have done. Some people served to reinforce me while others served to oppose me. I feel both were greatly beneficial.

The poor are people.

Even more valuable to me than the knowledge gained about tutorials is my personal growth during the course of the eight weeks. My understanding and outlook have been broadened. Partly, I contribute this to the people I've encountered and known. Living in a "slum" area and talking to people at length while taking census for my supervisor facilitated my coming close to the poor people who I've never before known. Learning about the Inner city situation and the people's ideas had, for the first time, made me question middle class values and has caused me to think seriously about social change and what my role should be in the society...

I'm here!

ITD put me through a definite cycle from feeling almost completely worthless and inadequate to feeling meaningful and capable of functioning in strange or new situations. To facilitate understanding of this cycle, I'll have to say a few things about how I was before coming here. At school, I was considered very intelligent because I always managed to get on the Dean's list. Somehow, I never felt intelligent but felt pressure from home and my peers to keep up the academic record -- it was almost as if I didn't, I would be rejected. I was afraid of being myself and ended up doing a lot of things to maintain the status quo and not make waves. After all, I was the good, sensible, hard-working student who never gave anyone any trouble and had a lousy social life. I operated under a false sense of confidence and security created by my high academic record.

ITD at first shattered all sense of self-confidence I may have had in myself. I couldn't even open my mouth before a group of 30 people! I felt down right stupid. Those high G.P.A.'s didn't do me one damn bit of good in front of this crowd. All I could do was keep quiet and feel guilty because I felt my silence was a way of letting down Tom and the rest of the group. Later and gradually, I began to realize that I didn't trust people to listen to me, evaluate honestly what I said and give me feedback. I thought they had already labeled me as stupid and insignificant, therefore, they wouldn't hear a word I said or they would react just to make me feel better or humor me. I finally came to the definite realization that I did trust many people in the group... and could operate in the group with a little feedback and reinforcement from them. I went from feeling completely at home in a small group to being the spokesman for that group to being able to state what I wanted to say to the whole group when I wanted to say it. The latter, of course, has come about only in the last two weeks. I still feel more at home talking with a few people but that's just part of my make-up.

Before coming here, I felt quiet but came up talkative anyway at school because I felt quietness was unappealing to people and therefore something to be ashamed of. Now I realize that I'm basically a quiet person and I feel comfortable accepting this fact. It's how I am and that's it!

The ITD gave me some unique wonderful experiences like communal living, a few let-your-hair-down parties and the opportunity to meet people with values completely different from mine. I learned I can associate and even develop close relationships with people with different values. They're real and beautiful to me and not someone to shy away from as my conservative upbringing had taught me. I guess I really value the statement, trite as it sounds -- "It takes all kinds." In interacting with these people, I've become more and more convinced that material success and fame are not very important to me; personal relations are of prime importance; the college scope includes more than merely the academic -- the non-academic side has a great deal to contribute to personal development. Right now, a degree seems like a necessary evil to me -- I'm looking forward to next year when I'll be out of school and have time to learn about all those things I really want to learn about.

I've got a definite feeling that I'm going to create some waves when I go back to school. I've got a lot of questions for my ed profs as to the real values of their methods. I've already upset my former rut of maintaining the status quo -- I was a member of the Marettes -- an organization of official hostess for the college. A great deal of emphasis was placed on etiquette and being sophisticated and proper. I took an honest look at myself and decided I wasn't like that. I didn't like faking it for the benefit of others so I wrote the head of the college social committee and told her so. She'll run to the college president who's an honorary member of the social committee and I might get some ugly feedback but damn if I'll give in. I can serve the college in ways much more honest for me and the fruitful for it so Marettes go to hell!

There are other people with me in this room.

...Personally, I know I've grown a lot -- I've seen how important it is to know the right time and place for saying something. I've come to understand and accept the type of person I am... I came into ITD confident about myself and the way I thought -- ITD didn't really build up my "overt" confidence but it did make me stop and think about the importance of not turning off people. I've realized it's not enough to just feel comfortable with a group of people as (it is) important as having them feel comfortable with me.

Once, not looking up, but now the sky...

As I begin to write about the experiences of the past weeks, I feel kind of funny because what I'm saying is what I've said in the past except now, I'm speaking completely and not from what I thought I shoud say or what I intellectually knew as true. I have begun becoming myself -- my mind is not directing all my actions in the sense that I'm acting like I "should". Should or shouldn't don't make too much difference. I am me. And in accepting and liking myself, I have been able to become more sensitive to others. I feel that I can sit and listen to the self-revelations of another and share his experience because I have been able to reveal myself to others and this has freed me of some kind of an unconscious tension. The group has shown me that in a way, our lives are not separate and distinct but that we are all sharers of one another's lives. This is why personal involvement cannot be limited to just one person. There are people who I love in special ways -- people who I know more intensely. But this doesn't shut off the doors on anyone. It opens me up wider to those I don't know so well and makes me want to get acquainted. I guess the ITD is too short. I spend as much time conscious as I can physically stand, but I wish there were more time. (I'm rambling.)

To return to the growth. Frustration. In the past, I would close off in despair if situations didn't conform to what I planned for them and never did I see the situation as it was but as it was not planned. In other cases, I would avoid situations in which I'd have to take chances and be frustrated... I was always opposed to creative new ideas in tutoring because they indicated so little about definite things. Their results weren't measurable.

I decided that I want to be free and alive than to be imprisoned with fear of failure and I don't want to be secure because I wouldn't put forth anything that I couldn't afford to lose. Now I'm not looking for escape clauses when I do something; I am doing it completely and I take the responsibility for all the things that come about from it. I can't evade responsibility. I don't want to. I don't want to play the game half-heartedly -- I welcome it -- all the responsibility. I'm really turned on. I feel that it's got to be all the way. Anything less is just partial and superficial.

A look at what I expected from the ITD and the contrast with what I experienced from it makes an evaluation of the ITD difficult.

I came expecting formal instruction in how to run a better tutorial.

I was interested in creative ways of handing down skills to children. I wanted to learn about such things as community organization because I heard this was a good idea.

I never examined my wants before I came to the ITD. Tutoring as I saw it was a continuation of the school system, i.e., just added hours of the school day. I never realized the power of an interpersonal relationship. The ITD has shown me the need for meaningful interpersonal relationships. I think what a personal relationship does is to take a thing in a person's experience and give it to him so he views it from another angle and in viewing things from another angle, you see other paths to follow. For instance, in contact with some of the people who I met at my field work at Morley school, I got a broader view of the community. In this tutoring program, people from the surrounding area of the poorer section tutored those in the poor section along with some people of the poor area tutoring themselves. Anyway, the effect that was created to some degree was to form one community by the interaction of the poor of Del Ray and the middle class of Dearborne. This applies immediately to the new program I am setting up in New York.

An observer from the outside may look at the learning experience of the ITD as being unnecessarily slow and at times meaningless, but as the group began to gel after a couple of weeks, I noticed a few things about how we learn. Someone would come out with an idea that merited serious discussion -- the group would discard it, then, two, three, or four hours later, the group would all of a sudden pick up on it. In other words, a period of ground work and scene setting is needed before there is a breakthrough. There are just certain things that a person must go through before he can communicate on a higher level. This teaches me something about the educational experience that can be useful in tutorials and in dealing with people, i.e., people can't be freed gradually of deepened pure thought; the immediate and pressing problems must be hashed out first.

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It's very difficult to put into exact words, the personal benefits I've gained through this institute. For one thing, it gave me a better understanding of myself as a person working with individuals and as a member of a group. Some of the traits I have gained or developed throughout the eight weeks are as follows:

--Independence -- standing on my own two feet without leaning and depending on people. I more or less had to do things without aid or help from others which slowly led me to become more confident in myself.

--Better understanding of people in general...

--Developing good leadership qualities.

--The importance of being consistent -- either direct or indirect

approach.
- --When and how to make decisions.
- --Use of small groups.
- --More aware of what the low economic class is like and the problems involved: housing and jobs...

Me.

The ITD has meant more to me on a personal level than almost any other thing in my life.

I came to the ITD as the efficient tutorial worker who billed himself "idealistic" but who wasn't really an idealist -- more a pragmatic liberal. I had been thinking about the way I looked at life for quite awhile before the ITD and I had thought that it was ridiculous to think that objectivity was good and feeling should be suppressed; but, I had not really done much about it. I had not really felt much because I have spent 21 years learning how to suppress my feelings and hide myself from other people in personality facades. Even when I thought I was "in love", I was unable to be honest with myself. I could tell all about my life to anyone I thought was interested and safe. As far as I knew, I was very honest with others on a personal level and honest with myself especially. But all the time, I was feeling things beneath the surface that I didn't realize. I was a hippie at heart, a sociologist at head, and a human being beneath. I knew the first two but not the last.

Perhaps the most important thing the ITD has done for me is to show me that I am human...

If knowledge implies growth, then I have grown more in the last eight weeks than I ever have in such a short time.

The ITD was full of the most difficult shit I've ever experienced and the most beautiful moments I've ever known.

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It is very difficult to evaluate what has happened in the ITD considering all the benefits I've gotten from it personally. This individual growth makes it hard for me to be objective. I'd like to write that this program has been 100% effective. A person who has not been a part of ITD, if he looked at what has happened, might find many faults. I don't think his criticism would be valid however. He might say that there wasn't enough formal information given concerning tutorial. He might note that too much time was wasted in dealing with meaningless things. He might go on to comment that the techniques used were not conducive to a comfortable learning and working situation. Again, I repeat, his criticisms would not be valid. Being a part of this experience and commenting on it is the only valid critique. There is a difficulty here also. Writing this paper now, when still in the midst of the eight weeks, shoots off the possibility of looking back and getting a perspective about what's happened. With these things in mind, I'll try to give as meaningful a criticism of the ITD as I can.

The first thing to consider is the learning method used here. I am in almost total agreement with the non-directive method employed by Tom and Sue. We were allowed to make our own mistakes and learn from them. There is no substitute for this. Someone can tell me over and over again that what I'm about to do is wrong, but until I do it and see that it's wrong, I can't benefit fully. The non-directive technique provided the machinery for this to take place. Also, this approach put it squarely up to us thirty to decide where we were going to go with the program. There was, of course, a certain amount of manipulation by the staff. Too, there was a basic question that was and still has been overlooked. That is, is there a definite value in a tutorial. We have never come to grips with this problem.

The blindfold is off.

In the ITD, I was put in a situation which made me face myself and be open with the other Interns. Although the first few days I said very little, the sensitivity training made me express my ideas openly. As the eight weeks continued, many ideas and questions entered my mind, and because of the ITD atmosphere, I was able to discuss these things with the other Interns. Recently, I've questioned things I've never even thought about seriously before. I've questioned loneliness, self-confidence, intelligence, acceptance by close relationships and staff, my role in the group, and what would have happened if I didn't come to the ITD. A very important realization I came to was that most people have gone throught the same depressions, worries, and thought I have. I think we have lost perspective and made our problems much more serious than they are. I also think that this was advantageous to many of us. I've done scores of things I've never dreamed of doing before (smoke, drink, think, question, write poetry and defy authority -- go without sleep).

I see that the world's screwed up and maybe I can help it. I never would have questioned or thought of this before.

When I arrived, I had a different purpose than the rest of the Interns. I did not have to relate knowledge I learned in the ITD to my home tutorial because there was none. I had to deal on almost solely a personal level. Nothing I could have done this summer could hardly compare to the wonderful fulfilling, and in a few instances, depressing summer I have had. Wholeheartedly, I hope I can use my knowledge to whatever I decide to do.

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It had to be great because I really feel like I'm being myself for the first time fully and realizing it...

Evaluate what?

The ITD has been found to be very difficult to evaluate due to its non-directive structure which produced many goals that were mostly non-directive. Due to the initial non-directive course of the ITD, determining which goals were originally set and those that were not is very difficult. Although this program was very beneficial to me, evaluating it is a chore of evaluating a non-directed program.

RE-ENTRY

From Parishfield, most of the Interns went to the 20th Annual Student Congress of the National Student Association at the University of Maryland. They worked for room and board by being staff, resource people, and discussion leaders.

The Congress served as a good re-entry experience. The Interns had the opportunity to consciously use some of their newly acquired skills, working with groups, before they returned to familiar situations where they might have been inhibited changing their old behavior. Exposure to new people was valuable in both weaning them from the shelter and excitement of the ITD and getting them back into communication with people who hadn't shared their summer experience. Of course, the result of the exposure wasn't totally positive. Even at the Student Congress which was filled with "radicals", the Interns felt some discouragements with the usual human foibles: ignorance; closed minds; uninvestigated, opinionated stances; blindness to other views, resentment of valid criticism; petty politics; etc. One girl who went to the Congress for a short time made a rapid and happy adjustment.

I remember some of the interns say that they have changed and in a way were afraid to go home because everything won't be the same as when they left it in June. As for myself, I know I definetely have become more independent as I see myself behaving in my own household. I like to do things without being told to do them and make my own decisions. Also, I find myself not relying too much on people which is a big step for myself. I find myself adjusting very well to my parents and friends.

I also recall Al (NSA Consultant) stating to us when the question was brought forth at Parishfield whether ITD was over. His reply to the question was, "ITD will begin when you get home and as you start working in your tutorial." How true this has become.

Within a week, I have attended my first community home town meeting, publicized my tutorial program on TV, and attended a YWCA discussion session. I'm realizing that my experiences during the eight weeks have not come to a halt, but are still continuing and probably will for years to come.

The following is from the journal of an Intern after he returned home. The impressions and feelings might seem as extremely intense as they do because he did not go to the Congress and missed a transition step. Generally, however, its tone is fairly representative of the confusion most of the Interns experienced returning to the "real" world.

When I came to Detroit, I thought there would be ready made answers that could just be poured into the top of my head, and then I could return to Santa Curz-Watsonville with all kinds of answers.

I was wrong, for I found that I had to fight for every new experience. Experiences that showed me new ways of life and how to deal with people in a different way. Life as an individual became a very important thing. Many times, that individual was acting within himself and many times, he was acting within a group.

The first week of the program kind 'a left me with a feeling of total uncertainty about the next seven weeks. I did realize that there were going to be a lot of trying moments the group would have to face, for there was so many different attitudes -- some pulling in direct opposition to others. I believed I saw from the first that Tom (and staff) were trying to experiment with the non-directive type of group, which I have never encountered before. Turning the 30 of us free to decide what we were going to study and try and learn seemed a tall order for the group.

At first, there was no coordination of any kind. Since we all were leaders at home school, it seemed natural that we should be leaders here. But we all tried to lead at the same time. We had more chiefs and not enough indians. A feeling of uncertainty about the program sprung up in the majority of the group and was expressed in questions such as, "What are we supposed to be doing?" The answer to such questions was soon known before the question was muttered. Tom would say with a blank and impersonal look, "Do whatever you think is right!"

I became very intrigued with the thought that a group of college students were being given the opportunity to express their complete thoughts and act in anyway that would benefit the program they were to work with. This is a way of teaching which the students in my college have been wanting for a long time. To learn what an individual wants to learn, instead of what a system wants to teach, is great.

Tom and the staff tried to stay completely out of all decisions that would directly affect the group. Many times, they were looked upon as administrators not doing their job, but decisions were reached and problems were worked out in some way that usually satisfied the entire group, even though it did take many hours reaching an agreement.

When I sat down to talk with my parents, the television was turned so high I could bearly hear the conversation. My mother got tired of raising her voice and not being able to concentrate so she made a great sacrifice and shut the set off. Oh, what a glare my father gave her. We talked mostly about the riot and per usual, both of them echoed the notion that if the Negroes would keep their places, everything would be ok. I get so frustrated to hear now that people have their places. It seems like a game -- people are moved from place to place by those that control the board.

After our conversation concluded (all one half hour of it), the television was once more turned on and the news was getting the big play. The local station tries to play all the little incidents up so that they all seem so important. Examples: Hippies are taking over (they couldn't even define waht a hippie was). Dogs in the service help search out Viet Cong. Sportscaster's horse wins a race. Can't people see what is happening around them? I have been asked over and over since returning, how did the riot start? No one knows what a blind pig is, and when I explain what they are, I am told that they have to exist somewhere and it might be good for Detroit. The riot started by a raid on a blind pig I say, there is not any reaction except a detrimental toward the Negro.

I hope that I can keep writing every night from here on out, for I need to try and set down my thoughts where I can study them. I feel lost with no one to sit down and talk to. Seriously try and think. I know this is just the first day, but that is my feeling.

I am getting strange looks from passers-by and many are trying to figure out what I am doing. I am writing this sitting on a bus stop in the middle of my home town at one o'clock in the morning.

A deep study of where I belong and what I am going to do is developing within and I believe that only good can come from it. I will probably say a lot of things in the future that are completely dumb but they will be how I see what is happening around me.

Here it is 5:00 p.m. a day later and my thinking about life is getting more and more perplexed. Watching the people around me live makes me sick. All anyone wants to do is make money so they can buy new houses, cars, clothes, etc.

I have spent the whole day visiting old friends and finding out that those old friends don't want anything to do with me until I have something for them, or do something for them. The pace of life is very, very fast here in the Los Angeles area and if one does not make an appointment to see his best friend, he might as well forget about seeing him.

It is very evident that I could never be happy, at least for the present time, settling down and raising a family. Living a life where I go to work at 8 a.m. and come home at 5 p.m. It is so frustrating to see so many around with this attitude, besides not caring what they can contribute to the world.

I am so thankful I am me and am able to see what I do of the world and realize there are people walking around me, not machines with a computer for brains. I was once one of those machines.

I still think a lot about the ITD and of Detroit, but my thoughts are starting to return to school and how I am going to help organize the student government so it will be of most benefit to the students. On our campus, we are trying to develop a situation where the students and faculty have the only say in what will be taught in a class. A class that is not dictated to the student, but one which the student wants. Will comment more later when the operation is really put into action.

Here is another day which finds me at my parents home thinking about where my life is going to take me. I was talking to my father this afternoon and he said I am very strange. Strange in my actions and thoughts. He said that my thoughts of love for everyone and my trying to understand those that oppose me instead of fighting them sets me apart from the way in which I was brought up. He related that I should first of all think about myslef and what the world can do for me. He truly believes that no one will give anyone else anything unless there are strings attached. Tricks! I know what he says is not true in my life for I just came from an eight week experience that taught me people do care if given a chance. I am filled with so much hope for this world that I can hardly believe myself. But it is true. I thank you for helping me.

I believe that I am missing all of my friends form the ITD more and more as the days pass. I know what I miss the most about them -- the honesty many possesed. It has been hard to play the games that many are playing with life. Many (majority) that I have been in contact with are talking out of the sides of their mouths and even say very little that means anything.

Later in the semester, this Intern was able to organize and get credit for a psych class on teaching disadvantaged children.

POST RE-ENTRY EVALUATION

Two months after the end of the Student Congress, the Interns were asked to do another evaluation of the Institute, however, this time they were given specific questions. We hoped that these would stimulate them to question themselves about their experiences after the ITD and give us a less nostalgic response than a general request for feelings would.

Although most of the questions asked about some-aspects of their tutorials, two dealt strictly with them personally: "Express as clearly as possible hwo you feel you have changed personally," and, "Have close friends or relatives mentioned changes in you?" What are these changes and what effect have they had on your relationships?

A new element, predictable but not really expected, appeared in the answers to these questions: restlessness. The probable cause was the awkward transfer from the non-directive atmosphere of the Institute to the campus which, almost everywhere, is its antithesis. In addition, having to deal with the reality that everyone in the world isn't dedicated to making it better, caused some rejection of old ways. Measuring the difficulty of transferrance is almost impossible. The only comparison available for reference is the difficulty the Interns had in transferring from their traditional mode of learining to the non-directed, self-selecting type. If they had only half as much trouble going back to "regular" learning as they did coming from it, they suffered great confusion and frustration,and in many cases without any support.

The following quotes make evident the fact that the Interns continued to change during these two months after the Institute and

Congress. Unlike the hazy impressions found in the "Immediate Evaluation" of growth and change, these quotes are articulate statements of feelings, skills, and accomplishment. They had begun to discover what they could do in the "real world".

How do you feel you have changed personally?

I'm more skeptical than I used to be, more selective in my friendships -- I don't try to humor people nor do I feel so bad when certain people reject me who used to call me their friends because I served a purpose.

I'll come out and say what I think more easily. I'm more critical of school -- bored to death!!! I don't study half as much -- I've turned into a bit of hell raiser if that's possible in a girl's school.

I tend more to laugh things off that aren't really important like to Dean's disapproval of a petition my roommate and I drew up. I'm mixed up about the futute and miss very much being able to talk to Ellen, Jane, Alan or Jan. It's frustrating (trying to build) similar bonds of mutual trust with other people.

- - -

Change is a hard thing to set down on paper but I can think back to the unsettled person I was and now look at the calm, planning, and wanting individual (I am now). I have a direction in life I didn't have. I have been writing to members of Brainard Street, and very excited about prospects for next summer. I am going back to Detroit (even if I have to hitch-hike) next June, because I have found people that I believe in and I believe---believe in me. If you are going to have any programs there let me know, or any other city for the summer.

I saw many of my faults-- (many). I am trying to learn how to work with peers more understandingly. My outlook toward the social structure has grown negatively, but I have to adjust.

- - -

Change, actions and thoughts are no longer, the mode is emphasized differently, the style lacks what was. Aware, aware. The glimpse of what is or what may be. To deny is to be a fool, to forget is to be damned. To change is to combine knowledge and action and that requires courage. I am aware, and that sets the stage for change; if I above the courage, then the change will come like darkness follows the sunset.

- - -

It is very difficult for me to put into words how I feel that I've changed. Through the people I interacted with and my personal experiences many new areas of thought and concern were opened to me. Last year I was very apathetic, happy with the statue quo and my life and not really too concerned about anyone else's situtation. As we have no control over what environment we will be born into, I feel that those that do have should be concerned about those who do not. My attentions have been altered somewhat from frivolities to matters deserving considerationl

I find myself more open to people and can more readily accept people for whatever they may be. Superficial conversation disturbs me, I'd much rather take the time and the risk of finding out what a person is really thinking and feeling.

I'd like to add that after attending the NSA Congress I've become vitally interested in student and national affairs where last year I was oblivicus to what was happening around me.

- - -

make a difference
BUT
"When I was a child I spoke Like a child,
Now that I am a man I must speak like a man". Maureen

AND
"You can't go home again" Steve
"You don't know yourself, that's right!" Nelson
"You must make your own decisions." Mother
"When you are forty, your friends will turn
their backs on your cuteness. " Sue Ann
"You can't just come in and tell people what
to do as if you alone knew what was best for
them. *IT JUST DOESN'T WORK.*" *Cissy*
"You see a social injustice in everything!" Cheryl
"I wish I had your courage and ideas." Martha

This after ITD summer.

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Please! I hope my letter said it. Can you refer to that? I can't add to much except to say that

1) I'm mush more sober and quiet
2) I rearely get excited about the projects going on campus. Good things are happening but they don't excite my interest any more because it all seems so futile, and everybody's flush of idelistic excitement kind of makes me sick;
3) I can handle major personel difficulties much better make decisions and take steps and change things and am not so afraid; the mere thought of frustration scares the hell out of me, but I am much better able to deal with it.
4) at this point I feel pretty good that I did not go on in my old patterns pretenting that nothing has changed, when things are really very different now.

EXCERPT FROM THE OCTOBER ITD NEWSLETTER

Dear ITD,

I have been debating the past two days whether or not to write you this letter; but after reading the TAC bi-weekly, I decided that you probably wouldn't both (staff) die of heart attacks, that you will understand my response to being back in P.

First of all, as far as me changing, this is the first time - these 3 days back at school - that I've noticed a real difference, and that I feel that more is coming. Because of the people I live with, it only took about 2 days to get talking to people who really wanted to understand. So I haven't had the family and friends problems that other kids in ITD have had. At school, though, I feel so different. I feel much more honest and open, and anxious to get other people to understand and try. The conversations of the past 3 days, all based on Detroit - but no travelogues thank God, - have been beyond belief- kids are extremely excited about the idea of developing trusting, helping relationships, too.

Anyhow, to get back to what I was saying - in the middle of my second job I got sick due to tatal exhaustion, and I spent about 20 hrs. a day sleeping. Then I had to stay in bed for about a week and things started coming together in my mind - or falling apart - I don't know. As I told you before, the ITD experience destroyed my self-confidence. It also made me think, just stop and really think where in the hell am I going? So, I shall now quote from my journal (which I have continued)-

Sept. 14- The summer was good in a bad way. I became totally frustrated, lost my self-confidenc, became more confused. Living in Detroit was sort of a shock I guess. Anyway, after much soul searching and crying I have decided that I must become, for this year, a kind of life drop-out. With all these questions on my mind, with the problem of pulling myself back together again, I can't bear all the pressures of the responsibilities of running this massive tutorial program. I've never since high school had the freedom to explore other ways because of my commitment. And now between the war in Vietnam and the problems of the ghetto, I don't know where my time and commitment should go. At this point I think it's all games anyway, that nothing we do makes much difference. This is after seeing some reality this summer. So what I'm going to do is drop all responsibility except to me (health, mental health) and spend time thinking, looking around, reevaluating the problems and the possibilities of what I can actually do, doing work both in war protests and in the tutorial - but not as a leader - only as it fits in with everything else. It's hard to explain. I'm going to unofficially be advisior to the heads of both tutorials, and to the director of one of the community schools in Providence.

This will give me time for once in my life to tackle some of my personal problems instead of having them always tackling me... It was a scarey decision to make and I felt for a while like a coward. Afterwards, when I talked to my parents and to the other people involved, they surprised me by saying they thought it was pretty great to come to this impasse and to try to come to grips with it. Right now I am confident about the whole thing working out.

THE END

Well, I guess that wasn't supposed to happen. But I have to take time to look things over and work things out. So, that's the fate of one intern. Still and all, we are working for social change thru the tutorial, and this advisor business should be quite effective.

I wonder what you're thinking now. Please say something. I hope everything is going well with you. How are the pictures coming along? Consider that even in my cases, your work isnot lost: someday you will be included in a book I'm writing called From Here to Insanity.

Love,

How do you feel you have changed personally?

Three girls...more or less profoundly changed my attitudes and beliefs about myself. It would be hard for me to relate exactly how without relating my ananlysis of the entire summer. But I can attempt to summerize. What I say to myself is, that I have learned how to be honest. This is an honesty that extends past techical honesty to a type of honesty that shows concern for others and shows a willingness to go half way. Perhaps its a willingness to be more open with people (trusting as it were or to quote a coment from the TAC Bi-weekly, "Love and Trust").

- - -

I'm glad I had the experience of being in Detroit, living with such a diverse group but somehow it seemed to have negative effects on me personally. I lost musch of the confidence and intensity of feeling I had before coming to Detroit. Last term at CCNY held a lot of beautiful experiences for me -- the people I met, the success of the program, the care and love people showed me, the respect and awe for what was happening built up a lot of beautiful feelings and convictions inside me. The summer was a challenge to everything and I'm left unsure, somewhat immobilized.

- - -

Wow! What a question! I have gone through so many changes since this summer that it is frightening. Towards the end of the eight weeks I had developed a very close relationship with many of the interns. Although I consider myself a warm sincere person, close friends were an exception rather than a rule. I developed a new confidence in my "dubious" abilities and became convinced of my even more "dubious" leadership qualities. My whole life has been rearranged by beautiful experiences, mind blowing, and frustrations. I saw myself in a new perspective a new depth, and I was pleased.

But you can't continue to see yourself in such a favorable light if you are not reinforced. I guess you picked a wrong time to send this questionnaire. After this summer, I decided I wasn't being fair to myself -- Life is so much more meaningful if you open yourself up to others...

- - -

This is a difficult question to answer. The experience I had this summer has given me a better insight into who I am. I think I am more dissatisfied with our program than last year. After this summer being with such great people I am much less satisfied with living alone in my little apartment. I am much more interested in studying, that is, I have found some areas which I would like to study related to learning and reading and communication.

I grow when I learn and I learned this summer. College has a bad effect on me because I do not feel at home here -- this summer I could ask as many questions as I wanted and get answers.

I have more confidence in my own ability I guess. Trival things don't bother me as much. I attack problesm more quickly and get them out of the way.

My perspective seems hazy at the moment. I don't think I changed radically this summer but I did change. I am less intolerant and I suppose more sensitive --- but somehow here at college I don't know.

I am more eager to talk to many people about everything and they always know which makes me happy.

- - -

I don't know how to answer this without being trite. I know more about me and those I talk to. I am more mature and deal with people internally rather than forming prejudgements on external characteristics. I can handle problems and failures much better. This is essential because I want to do many things I never dreamed of doing before. As a result of having some direction in my life many problems have arisen which are improtant now, although they seemed unimportant before the ITD. I have been trying to figure out I've changed personnally since the ITD. Awareness, awareness of sensitivity and a warment feeling towards people I can mention at the moment. To be honest, I spent only a fraction of the amount of time I should.

- - -

I feel I have gained more confidence in myself upon returning from the mainland and going through the intensive training of ITd. I see this change when I'm taking in front of large groups and especially with the students in my classroom. I'm not as fearful as before in talking to people and because of this, I can express myself better.

In addition, I feel I have become more independent in my thinking and actions. I have noticed that I'm doing things now that I have never done before my trip to Detroit. Also I see myself speaking more freely and openly, and seeing that my ideas or points are clarified.

- - -

I think I've become more self-assured in my own abilities as a potential leader. I find myself not so afraid to throw out ideas which I think are worthwhile.

- - -

I think that I am a much more aware person. I care more as far as things which are vital in this world. Rather than letting someone else do all the work, I am now ready to take an active part. I value people more, and I realize that I must have respect for those whom I care little for personally. There are situtations which I simply can't change. Rather than worthless worry, I think that I am now strong enough to accept what I can't change.

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Encompassings: The Cosmos is a Groove

Some Truths:
1. Flowers are all equal
2. This place is here and that place is over there and they are both valid.
3. We all love to specify moons and stars; they are good things to specify.

4. "Fixing the hole where the rain comes in."
5. Pies exist and that is all that matters about pies.
6. One is love and we do not know what two is.

7. Yes. Things some people think:
1. More sensitive
2. More confused
3. More fun
4. More loving
5. Crazy as hell

Dad thinks I'm more mature, but that is because I don't argue with him a lot like I used to and that is because lots of what he says is irrelevant, but he is not irrelevant. He is an equal flower like everybody and I didn't used to know that. Mom doesn't know, she eyes me losts, she thinks #5 and #2, she is okay though.

Changes are:
Pies matter
Peace matters
"Try to realize, it's all within yourself"
"What would you do if I sang out of tune?
Would you sit up and walk our on me?"

There was a professor from low school at the party and he was very, very smart and he was a liberal. I was supposed to jump up and say "yes" "Oh, true" and "Right!" Wallace is wrong." I sat and heard him talk to another; he was not saying something. They explained the theoretical disputes between Carl Marx and Max Weber in sociology 59; all I could important idea was they were in bed together and nobody saw -- one guy even walked in the bedroom, said "excuse me an minute, Marx and Max. But you forgot to say about status incongruence." They said "OK, give us a few minutes and we'll get right of it." But although they meant to do status incongruence and even cognitive disonence for that man, they never got to it because they had to sleep because that mattered much.

Marx and Max are lovers and that is nice, We all love Marx and Max and we wish them both the best of luck.

Somebody many years later did status incongruence but that was too bad because they could have listened to cigarette smoke instead.

"Do you need anybody"
"I need somebody to love"

"Can it be anybody"
"I want somebody to love"
Oh, Tom and Susie, it is so, so hard. Why do I have to tutorial, to class, to peace-in-Vietnam, to student rights, to concious. I'm going to fail a lot of hours this time; I will be drafted. I will go to prison because I cannot army. I will try, I will try to army; but I cannot -- I cannot even school. Oh what shall I do shall I do, shall I do, Oh waht shall I do, Darling Billy? I have been to see my life; she's the apple of my eye. Oh what shall I do, my darling young one?
Tomorrow I will be able to class some and to social interaction some and to (?) some but I am very scared because each day I am able to do those things some but each day it is less than the day before. My God!

- - -

The Interns knew that they had changed, and the staff knew that the Interns (and the staff) had changed, but did the rest of the world feel the impact? Yes, and mostly for the better, but some parents were dubious as to the radical nature of the change. Their kids had even more active social consciences than they had before, and they were talking to their parents like people! Friends found them to be new people with familiar faces.

My folks told me I changed very much--brainwashed is the word they used. When I came home I told them--I'm moving out of the house, dropping out of school, working for VISTA, am serious about a girls, etc., etc., etc.,--Actually, I wasn't very sensitive to my parents' feelings--I hit them with too much too fast. But they've responded very well. It makes me kind of ashamed that I didn't trust them enough before to be honest with them. I think I've become closer with my parents, but I've also seen the need to break away from home--to do things on my own. My close friends have been just great. Most of them are a couple of years older than me and have experienced a lot more than I have. When I came back, I found that we were saying a lot of the same things--I found that that they had experienced the same things I've experienced during the summer--in other ways--really the summer sort of caught me up with them--it showed me what really great people they are. You can contact my folks if you like--just be prepared to be cursed at for what you did to their son.

- - -

It's harder now for me to get along with my parents, because my outlook on life is so opposed to their perspectives. I communicate a lot less, because it's too much of a hassle explaining why certain things are so important to me and why I'm not really unhappy about sacrificing thing important to them.

My closest friend saw me as being less satisfied with the things I was doing.

- - -

A few of the closest people to me have notice and mentioned changes in me. There has been a change in some of my attitudes, such as my feelings abou the Viet-Nam war and about Negroes fighting to improve things for themselves. Some of my former convictions have been strengthened and thus I feel more strongly about them, which comes out when sharing ideas.

These changes in my line of thinking has brought me nearer to my sister's and brother-in-law's train of thought, which has brought me closer to them. I know that they are very happy with the effect this summer's experience has had on me.

Here at the University I've found that I'm no longer on common ground with many of my acquaintances from last year, who are as apathetic and self-satisfied as I was last year. Any talk of social change is only a threat to their comfort.

Returning to campus this year is really rather exciting, as I've become aware of the existence of many wonderful people here, who I can relate to and grow from.

- - -

Yes, at first. I can't remember what they were. Pam said I try so hard at everything. Mother thinks I've grown up--She said that
1) I haven't decided exactly what role I want to play in life
2) that I expect everyone to like me immediately like in the sense of know and trust--I do this because I trust them, but it just doesn't happen.
Stephen says that I'm still his favorite pal. Don said I'd changed, he didn't tell me how, and Mike Mc Graw said I'd changed (look different)?

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My mother accepts me as an adult and a human being for the first time. It suprised the hell out of me, I was ready for a huge battle.

One of my friends did say that I had changed, in what way, he didn't say, but I realized at the same time that he was a much deeper human being too.

Besides this no one has come off the street and said, "God! You've changed!"

- - -

Only one or two close friends have noticed the real change in me. All my other friends have merely noticed that I have lost my passive quietness. I can relate better to everyone. I am more patient with those I don't understand. I can cope with the ones I am frustrated with. My family has noticed a big change, and they are still witholding judgement.

- - -

Relatives haven't seen me since I don't know when. Friends -- oddly enought losts of people went thru the same type of changes I went thru either thru natural means -- falling in love -- artificial means like being Vistas, etc. So we're all thinking along the same tracks, all trying to achieve "significant' realtionships in the U. community. We're sort of doing it with each other but it's sort of frustrating that we can't have the stuff we know is so good all the time. Effects on relationships? Made old realtionships better in that we all have new insights into ourselves and others and we want to really get somewhere with them. Better means I feel more activeness in my relationships with people. We're not just staying in one place but I really feel we're growing somehow and in some direction. I've felt stagnant since I was

13 and it's really exciting to be moving. That was really superficial but I just haven't been in any one place long enough yet...

- - -

I've only been home four days since the ITD. Changes are obvious, however, because my attitudes towards my relatives and friends have come about, I can't give a fair answer.

My father thinks I worry too much about my problems at home. I sometimes worry about him. My mother doesn't know where its at. I only hope I can help my brother and sister, but it's hard when I'm away from home.

- - -

Yes - my roommate says I'm more apathetic towards school work, I stand up more for what I think is right, and I'm more sociable.

Talk more about subjects close to me. Results have been good with my friends, indifferent to bad with faculty up here.

My relations with my parents have improved greatly because I'm honest with them and trust them more to back me up or tell me what they think without raising the roof.

- - -

I think people -- close people -- see that I am stumped and groping -- but they all keep saying this is good. My Communist uncle thinks I'm on the way to becoming a revolutionary and is glad that I am no longer satisfied with the small happinesses of teaching songs to 30 kids. My father says it's about time I sat down for a good long time to just think. And a wild great lady who teaches at R.I. School of Design said, "God, it's just great to watch you grow up!!" My parents respect me more (but damn it -- I still have to ask to be able to do things! Would you believe it? My Mother says I have to give her time to grow out of her old habits.)

Rather than rely only on second-hand reports of how friends perceived the Interns as changed, we contacted them (with the Interns' help) and asked them directly what changes they saw in their friends.

*She's a little bit less arrogant, because she notes reactions to her arrogance. She notes reactions people have to her and adapts her behavior accordingly. She's a little less self-assured.

*He knows that he made mistakes and was immature this summer. He has become more sensitive and is not afraid to be honest. He has a new perspective of himself. In all, he gained a greater capacity to understand people through the ITD.

*She opened up and learned about herself -- her role in groups. She used to dominate and assume responsibility but has learned through the ITD how people can function together -- even made up of very different people.

*He has the ability to deal with many types of people now. Before he was restricted and shied away from some. He's a more social type person now than before. This is good, because he wasn't social enough. He seem more confident and has good ideas the people down here aren't ready for -- he's trying though. It takes time. He has modified some of his ideas since Detroit. He's never nonchalent or indifferent and more mature. He changed for the better.

*Lots of changes -- before Detroit she was involved here with the tutorial. She really thought that she was making a difference and that things could be accomplished through this. After Detroit the first thing she did was resign completely, and she now has very little affiliation with it. However, she seems to be getting more involved with it again. She was disillusioned with programs of this type in September. She felt that she was doing more harm than good by making people content in their position. She was a happy "saint" to the segregated of the city; went and smiled at everybody. She's never gotten back to that. I don't imagine that she will. She had some sort of "loss of innocence". The T-Group brought a new awareness of things in herself. She is working things (changes) in better now. She's more questioning about what part she can play in the things she found natural before...can't continue the same things. She got an awful lot out of the ITD. For the first month afterwards she was pretty depressed and didn't talk about it. It took her a whole semester to sort out the summer, but good came of it.

*I saw a big change when she came back. She had been a tremendous bookworm, but now she was less interested in school and more interested in the world, world affairs, and outside activities. She's happier -- more adjusted socially, more self-confident. Our relationship is much, much more open.

*She is less concerned about herself. She used to be concerned mainly with social things -- like dances. She realized that she had been superficial and is now trying to be more meaningful. She is transferring schools from a small to a large in an attempt to find more meaningful, diverse people around her. She was very close to the people this summer and was miserable leaving them.

*Things that she had never thought about before are very important to her now. She takes more diversified courses -- like Negro history -- generally showing more concern. Complains that she can't communicate with people who just don't understand, but she's more willing to try to talk. She is more outgoing. It's been remarkable the last few weeks -- back at school she's more content, much better adjusted. Our relationship is more open -- freer.

PLANS FOR HOME TUTORIALS

The following section is comprised of extensive quotes from the Interns' plans for their home tutorials written at the same time as the evaluation, done during the last days of the Institute. Unless you are specifically interested in innovative ideas for tutorials, you might simply skim the. There are, however, a number of statements made in the quotes where the Interns note changes in themselves concerning their attitudes and views toward tutorials. In their entirity, they are proof of a great change from blindly accepting tutorials as valuable to critically examining the possibility of their actually being harmful.

(The names will be new to you, but these are their real ones.)

Dan DiPietro

There has been a chronic problem in my home tutorial with a lack of communication between the administration and the tutors. I plan to introduce the use of small groups to try to alleviate this difficulty. These small groups would each have a leader and they would discuss personal difficulties as well as difficulties concerning their role as a tutor. Giving the tutors an increased voice in running the program will increase their committment. On the same note, increasing the participation of the tutees, especially in the Adult Education Program, will make them feel clsoer to the tutorial. My plan is to move toward eventual take over of the above program by the community. In the other programs involving grammer school children, there has been up to now no community involvement. It'll be difficult to get community involvement when we've been so lax thus far. However, I've learned that community involvement is vital to the success of a tutorial. Another thing we're working on is to get more of a committment of the university facilities to out tutorial.

Lili DeJaegher

1. Change basic philosphy of the program from the strict academic line to emphasis on building a close personal relationship between tutor and tutee and directing the tutoring toward the tutees' interests rather than forcing math or reading down his throat.

2. Recruitment -- publicity by personal contact and interesting speakers: (faculty, tutors, parents) to get people other than education majors involved in the program. May even get high school students

involved.

3. Orientation -- Careful explanation of goals of program (i.e. as stated above) Resource people, films ad informal meeting of tutor to generate enthusiasm and clarify person motive of tutors for tutoring plus establish personal goals and ecpectations. Resource people should include teachers, parents, tutors psych. professors...

4. Tutor training -- Brain storming on creative techniques. Meetings of tutors over lunch to discuss problems, ideas, etc. Resource people as in orientation but on more specific topics according to tutors' need.

5. Explanation of program to school. I as chairman would have main responsibility for this.

6. Changes in method of tutoring. Tutoring on basis of personal relations plus interests of tutee as well as academic needs. Meetings between tutee's parents and tutor. More sessions per week; I can see 3 hour sessions per week for a starter.

7. Evaluation of program. Tutor reports - I really would like to see a journal but I have to see what the reaction will be. Evaluation by staff of program in form of written report for file.

8. Matching of tutor and tutee according to interests not haphazard matches on basis of first come first served.

Judith Logel

In dealing with individuals involved in tutorials, I have formed ideas about how effective tutorials are and could be. My opinion of present tutorials is negative because they are not functioning in their most effective capacity. Tutorials are the brainstorms of conscientious college "do-gooders" and they add up to ineffectual, prestigious campus organization that add status to the university. I am being overly harsh but, I think my criticism can be validly directed at many tutorials.

To redirect tutorial aims, I think college students should consider "how broad is the scope of their tutorial?" Are they interested in giving the college tutor a better perspective of reality? Are they interested in helping a few tutees through personal contact with them? In the present structuring of tutorials, these goals are attained. If this is all the tutorial staff is interested in, then there is no reason to read on. But I see tutorials, perhaps too idealistically, as a small, but forceful element for social change.

I envision college students as assuming a more passive role in setting up a tutorial. They should be the catalysis that advise the community in organzing their own tutorial. This will be a difficult but not unrealistic task. It may mean that college studens will be the major component in organizing, but they will gradually fade out. They will infiltrate the tutorial with high school students who will benefit trmendously from the association with these young children. It will also develop a sense of responsibility in the high school students which will enable them to help themselves. This idea is probably the very basic foundation of my philosophy concerning tutorials. I cannot see white, middle-class do-gooders as having long range effect on the housing, unemployment, and educational problems of these minority classes. The Negroes, for example, must develop a sense of responsibility for their race. They must become acutely aware of the problems they are encountering and how they can help themselves. Tutorials as they now stand is a prime example of the white power structure manipulating the Negro (et al) community under the auspices of helping.

My words are forceful, but I will not apologize for them. My tutorial may fail miserably but I will risk it.

Susan Robin

We had planned in May to change the administration so that the tutors gave the program direction. This means dividing the kids into small groups, all tutoring the same grade. They will meet formally at least once a month to discuss what they're doing -- problems, solutions creative ideas. They will meet with the master tutors (trained neighborhood mothers). Also, they can invite in resource people -- school social worker, psychologist, teachers, professors, etc. Also, lots more kids will perform administrative functions -- matching tutors and tutees, setting up trips, getting special programs.

I would like to make further changes. We were going to put the master tutors into different schools than where their own children go -- this I now think is very wrong. Also, I think that to really get at least this program into the neighborhood's hands, what I should do is get tutors from R. I. Junior College -- where many Negro kids from the area go on to shcool. Hopefully, one of them could next year become the head tutor instead of a Brown student. Just getting a lot of those kids into small groups should change the program. Also, we have been opposed to paying the tutors -- but now I think it would be good to get neighborhood NYC kids into the program. That's about as far as I've gotten in thinking about how to switch control over to the neighborhood... We have been concerned with making the general white population of the East Side of Providence aware of and take responsibility for some of these problems. That's good to some extent. Now we have to get the people in the Negro area in control using us as their resources on request.

Richard Massi

Structurally there has been little change in how I plan to work with the program next year. I would like to see it develop along the general lines set forth in the "Plans for Expansion" section of my report; there is plenty there to keep the program busy for a year. However, this summer has affected my attitutdes toward what a tutorial should be and these attitudes are presented to a certain extent in the "Coordinator's Comments and Suggestions" sections. My experiences in the ITD have greatly strengthened my formerly weak belief that our program is too much concerned with, image, and structure and too little concerned with meaningfulness. I've come to believe that academically, tutorials aren't worth a damn. If they have any worth at all, it is a personal worth.

John Lundy

In my home tutorial I plan to implement some of the things I've learned in sensitivity training in training tutors. What I'm most interested in is that they learn to listen to the tutee and to understand his needs because of that listening.

My concept of community organization that was picked up from Morley will relate directly to the tutorial i.e. the use of a middle class surrounding community to tutor in the South Jamica area and through interaction to bind the two communities into one.

Lena Waki

There are three areas in our tutorial program back home where I would like to make some improvements and they are

1. More comprehensive orientation
    a. break up into small groups -- discuss tutoring in general -- have tutors actively participate
    b. film about tutoring -- discussion on film
    c. present some creative tutoring techniques -- the importance of creative tutoring.
    d. to develop better understanding between tutor and tutee
    e. role of tutor -- personal gains
2. Training
    a. small group discussion on problems of tutoring
    b. role playing
    c. 1 to 2 training sessions a month
    d. more creative techniques presented
    e. more information about materials and supplies available to them
3. Recruitment
    a. get more high school students to tutor elementary students.
    b. more publicity in recruiting education major -- tutoring as a means of fulfilling required field experience credit.

In addition, I would like to see the following accomplished.

1. Master tutor
    a. A trained master tutor to advise a group of tutors.
2. Library
    a. A library rich of supplies where tutors may go in and out freely. As for myself, I would like to head a tutorial program in my home town, Waimanalo. This program will be directly affiliated with the main tutorail program in Honolulu. But since it is located in the country, I could spend most of my time working and establishing a large group of tutors. Also, since I will be practicing teaching this coming semester, I won't be on campus at all, so most of my time will be spend at home.

What I would like to do is recruit tutors both in high school and college who are living in Waimanalo. Also I would serve as a master tutor to this group. I would like to conduct my own orientation and training session.

Lynn Shapiro

I. Turn the emphasis of the program from academics to learning by:

A. orientation which thru the use of small groups brings the tutors around to an awarness of why they are tutoring, what they can hope to accomplish etc.

B. in-service training which'll give them the technical skills needed.

   1. Tutorial Seminars-once a month seminars by professors, community people etc. on pertinent topics e.g. innovations in education in public schools to Negro rights in Ann Arbor. Free to tutors, small charge to others.

   2. Workshop Series-periodic workshops planned by advisors on e.g. New Math, use of food reinforcements, role-playing etc. by faculty from Ed., Pysch., Social Work, Center for Research on Learning and Teaching etc.

C. Getting parents more involved and more aware of aims of the Project

   1. Parents will be invited to participate without a vote at Central Staff meetings. Also will be asked to be consultants to advisors to give tutors ideas on what they want kids to learn etc. Eventually have a jr. hi consultant, elem. consultant etc. as voting staff members. Then perhaps (in about a million years) parents will become the coordinators and students would serve as resource personnel. i.e. just reverse of what it is starting to be now.

II. Revamp the structure of the advisory groups. Tutors will probably be allowed to choose from a few types of groups e.g. General Advisory where problems are discussed and specialists etc. called in, 7-10 tutors with tutees in about same grade; Subject Groups for tutors with kids needing help mainly in one area having as an advisor a person proficient in that field (mostly for jr. high and hi school tutors); Informal Advisory for e.g. experienced tutors who feel they need only minimum support, faculty and parent tutors who don't have time to attend lots of sessions etc.;
Experimental Groups: (5-10 at most in each group with experience advisor)

A. Parent tutors -- community women with spare time

B. Hi School tutors -- probably some of the kids we've been tutoring working with el. kids. I'd like to get school credit arranged; Pam said it's been done somewhere.

C. Small group tutoring -- 2 advisors on jr. hi level are working out a program with 14 pairs. 2 regular sessions 1:1 ratio but one in a large hall or building where all pairs are together, 1 session of some group activity, movie, dance, trip etc. planned by the kids followed by general discussion; 1 session spent in groups of e.g. 3 pairs working on maybe reading exercises. (per month schedule)

D. Adult Ed. - maybe equivalency program, maybe discussion groups lead by active parents, maybe typing, sewing classes lead by parents.

III. More use of University resources by creating a Faculty-Community Board mostly to get money using big names.

IV. Film Program -- Weekly films will be shown at some central place and tutors will be given a schedule. They're interesting educational films, believe it or not.

V. Negro History Class - run by a Negro sorority and offered to tutees as a sort of second session per week.

VI. Project Newsletter - monthly to inform tutors of important staff decisions, state and TAC news, and happenings around Ann Arbor

VII. Tutor Study Area - small room in the undergraduate library for tutors having pertinent literature etc.

FOLLOW-THROUGH ON TUTORIAL PLANS

The post re-entry questionnaire also asked about the progress of the individual tutorials but it was sent to the Interns too early in the semester for them to give much indication of progress since the tutorials had just started functioning for the semester on most campuses. Campus visits, however, provided a clear picture a few months later. The training staff found the Interns acting as directors who involved their tutors as much as possible in the planning and running of the tutorial. They began doing so by having innovative orientations using role playing, nonverbal exercises, creative small groups, and, thus, helping the tutors to relax and open up. Responsibility seemed to be shared liberally, and many directors are offering seminar discussions on issues of poverty and specific problems of tutoring for their tutors to further involve and educate them.

QUESTION: How is the tutorial progressing? Have your plans for the tutorial been modified?

Ken Benham

Our tutorial at Cabrillo College was a gigantic success this past summer and the interest it created is unbelievable. We now have about 25 tutors wanting to do something with our project "Follow-up." We now have the beginnings of a year round project, with thoughts from every tutorial I could become acquainted with while I was in Detroit. We have two major programs listed below.

Summer: Kids grades one through four (six weeks, four hours a day; six field trips).

Fall and Spring: Off campus tutoring of kids in summer program and others. (Five days a week, one hour a day; field trips.) On campus tutoring of college age. Setting up a file and phone index for homework tutoring.

Will sit down and give a bigger break down soon. Kind'a busy now.

Richard Massi

For adequate structure and organization -- fairly well. For meaningfulness and quality -- fairly badly. Plans have been modified. If I can get up enough interest in myself for the tutorial, I will make some attempts (plans already made with Ed Stokes (TAC field coordinator for Southeast) and Alabama's people's help) to consolidate control of the board of directors in my hands so that I can begin to make the program move toward "higher quality" (e.g., less paternalism, more parent involvement, more "personal interaction" emphasis; more "love"). It all seems kind of silly and political though. I think I'll get started instead!(?)

Manni Wright

Yes, somewhat...I'm a VISTA/CCO now. Very frightened by what I expect of myself and my own sense of what I should do. There is a gap between them. Tutorials are not "the answer", perhaps not even "an answer." If they are just a placebo, well then, there are also a foothold into a community. In VISTA, I may wind up as a full time tutorial man so I may have to content myself with the notion that some tutor that I introduce into the community will involve himself in a larger way.

Dan DiPietro

We still have a lot of organizational problems that could really jeapordize a lot of the good things that are happening. We've got over 200 tutors from St. John's and the possibility of getting over 100 high school kids to tutor. Transportation is a real problem -- also, little things like getting out letters and other administrative things done never seem to be carried out smoothly. One thing that John and I brought back from ITD to our tutorial is what we call a 5 to 1 plan. Five new tutors would be in a group with one tutor with experience. This group would discuss problems that come up in tutoring, creative tutoring techniques and anything at all. My conception of it is to have a very loose structure -- don't make group meetings mandatory -- let the group decide if, when, where, and why to meet -- this idea isn't completely compatible with others on the executive board.

Linda DeWitt

The tutorial is progressing very well so far. More people were made aware of the existence of the tutorial center; and the method of recruitment of tutors was different this year so that the people who are now tutors show real interest and concern so that I don't think that they will drop out. The tutors are developing close relationships with the tutees outside of the tutoring sessions. The tutors are familiar with the child's parents and home environment so that they can better understand the behavior of the tutee. Also, the tutors seem to enjoy the sharing of problems and experiences with other tutors in discussion sessions, which is also new to Valpo's project this year.

The only real modification of my plans is that we have not had tutor training sessions, and although they will happen in the future, they will not be as intensive as I had thought.

Pam Ritter

Our tutorial is constantly changing as the needs of various agencies change. When I started ITD, the agencies I thought we would be servicing never did participate in the program. We are only a part of a volunteer organization and consequently, our tutoring program must conform somewhat to this format. Presently, we are servicing six places, five community centers, and one program (as opposed to one last year) and two part time paid advisors (as opposed to one last year). Recruitment is slow, partly due to the fact that TCU dropped in enrollment because of higher tuition rates. This has also led more people to work, thus having less time to volunteer.

JoAnn Klassen

We are doing an adequate job of getting new tutors which really is not difficult because once the program is known, it sells itself. We are in the process of modifying the program at one of the schools due to the foresight of a concerned principal. One to one tutoring with no training showed no worthwhile results last year so we are attempting some work with groups (not more than five children to one tutor) with some training.

Judy Logel

Although Susan and I have stimulated much excitement concerning tutorials, we are becoming a bit impatient with administrative details. We are waiting to meet Manny Newsome, state director of TUTEOR, so we can match wits and get going. Next week should be the beginning of the tutorial as a functioning body. (Keep your fingers crossed.)

Developments thus far:

1) Office space in Student Activities Center. Administration has been great. They have been supplying us with anything we need. The Dean considers the project essential to supplement the education of students.

2) A fantastic faculty sponsor.

3) Work study money for 10-15 hours a week.

Our program will probably look like this:

4 hours -- tutoring
2 hours -- reporting, programming tutoring sessions
2 hours -- general discussion and conferences on problems among tutors
2 hours -- lectures, seminars with psychologists, city administrators, teachers, ghetto people, social workers, etc.

Lynn Shapiro

Plans have been enlarged since June, but we were planning all summer so it's hard to distinguish ITD influence from Ann Arbor influence. We're progressing great. Facts:

1) Approximately 100 more tutors than last year.
2) Coordinators taking full responsibility for running autonomous programs to which Central Staff supplies administrative resources and programatic aid on request and support (whatever that is).
   a) Upper I coordinator using four churches as centers and having one mother (hopefully) working with each center-advisor.
   b) Junior high: small group tutoring -- guy teaching film making, photography -- babe who used to dance with...(unclear) teaching

dance. Some Negro sorority girls doing stuff with Negro history. Educational film techniques being experimented with.

   c) High School: plot will work with elementary kids. Some will be used as project aides to plan program stuff for rest of project.
   d) (Unclear)...Pilot group tutoring during school day taking kids out of classes.

3) Parent Coordinator responsible only for working on parent involvement.
4) Probability of setting up a project at Maxey Boy's training school.
5) Working with teachers here for a year learning new "teachniques" for teaching in the Inner city. They're helping in Sumpter and in our Detroit Pilot. Believe it or not, some guy gave us storefront and office on 12th Street and we have two black guys running it -- hopes to get up a center for homework help and sort of like a cafe. Our faculty advisor made a contact with a black junior high around 12th Street and they said "come on in." What, if anything, we'll do there is yet unsure.
6) We have two staff meetings one week. One for administration and one for "issue-discussion." Going well so far. A lot of stuff has come out into the open.

There's other stuff but I can't keep track of it all yet. Tsk, tsk, poor administrator!

QUESTION: How are meetings going? Are you more effective in them now than you were before the ITD? What did you learn about participating in group meetings that has helped you most?

Judy Logel

I haven't been able to apply group dynamics in a meeting with our tutors primarily because we haven't met yet. But the ITD methods have been very effective in my SNEA group. Since I'm generally a quiet person, I'm very cognizant of these people in a group and have successfully tapped their talents in many cases. It's fantastic to see how much these people can offer -- very rewarding.

Even in group discussions, I have found a different approach to people. I see different perspectives of problems and try to stimulate discussion with a pertinent question. I have spoken to TAC staff of the education department about the learning method employed by you and Tom this summer. I would like to see the learning method employed in the group meetings used in classrooms. You can learn and it's enjoyable.

Dan DiPietro

I think I may be more effective at meetings. For one thing, I'm able to bring out points which I think are important without beating people over the head with them. Second, I am able to get a sense of the general feeling of a group better than before. I can come out of a meeting with a feeling for where the group's at and where it's going. I'm really not extremely satisfied with my performance at group meetings -- I'm still inarticulate at times, I can get turned off easily (not as easily as before, though). One thing I've learned from the ITD is that I can get turned off to a person -- not because of what he says, but how he says it -- little idiosyncrasies of a person can prejudice me to what he's saying. Now that I realize this, I can deal with it when it happens.

Lili DeJaegher

Our first meeting is next week. We've been working on the preliminaries since school started -- visiting schools, matching tutors, scheduling, etc. I don't expect to carry the ball at the meetings -- the tutors volunteered so they must have some reasons for doing so and ideas on what they want to accomplish. I'm being non-directive.

Rina Folman

Meetings are a bit different -- there's a core of people accepting much more responsibility in giving meetings some direction. Staff meetings leave people physically wrecked, but the tutor meeting left people interested in the program, but somewhat bewildered by all the additions.

I feel less effective at meetings because I'm in midstream deciding how directive I should or shouldn't be, letting people warm up to each other's thinking conflicts with task pressure and expediency.

Richard Massi

The communication process is clearer to me and my sensitivity is greater and I am more effective, but not effective enough. As far as group meetings go, my greatest helpful learning has been the caring about what "non-participants" think and looking for signs of what people are thinking other than just their words.

But it's much more meaningful to be sensitive about spaghetti or the sound of cigarette smoke than about tutorials. Tutorials and Wallace and Galbraith, etc. are all drags.

Patty Uren

Silent little old me has become quite a terror. I have spoken before the Freshman Common, the student body, run discussion group at a youth retreat, spoken to the Board of Directors, the faculty, talk constantly at student council and curriculum committee meetings, and have seventy tutors under my thumb. I also have nine frightened young freshman as counselees who hang on my every word. The thing which has been most beneficial to me has been the fact that one has to speak what he believes. I now realize that my ideas are not completely ignorant, and I should voice them rather than be so concerned about other people's thoughts.

Linda DeWitt

The meetings among tutors are going well. After about the first meeting, people talked fairly freely and there was considerable enthusiastic sharing of ideas as we broke up into smaller groups. There has been pretty much contact between the four staff members and the tutors so that the atmosphere is comfortable.

I believe that I've become more effective in meetings, as well as classroom participation, because I've overcome some of my hangups due to feelings of inferiority and inadequacy.

What is really helpful to group discussion is: to try hard to keep your mind open to other's ideas; to not have a strong authority figure; to reinforce others with "feedback."

Manni Wright

A) I listen more, really try to hear what is said. I ask myself the question I'm about to throw out, and if I can answer it, then I don't ask. Also, I clarify openly what has been stated so that others understand that I understand them, then I can ask questions or make comments. People will listen to me, generally, but I prefer to clarify discussions rather than add to them, now. I feel more capable to structure a meeting (get people together and offer them something) and to handle questions and to put people at ease. The give and take of the meeting (when people offer each other something) and the problems which arise from that are still pretty much new territory. (i.e., insults, tears, jokes, irrelevancy, lengthiness, resolutions, ending of meeting, changing topics. and such.)

B) A democracy does not settle problems effectively if the minority is unwilling to go along with the majority. Perhaps a "consensus" is better and more workable: that is, everyone understanding each other's point and can do its work without minority approval or help, then it should proceed. If the majority needs the minority, it must use sense and logic and tact to persuade the minority. If it needs the minority, cannot persuade the minority, cannot compromise with the minority, then it must join the minority! There is an obligation upon the more dynamic, boisterous, and verbal members of the group to the non-speakers. First, the "leaders" of debate must encourage the non-speakers to agree or disagree. Second, the "leaders" must be sensitive to occasional utterances of non-speakers -- just as sensitive to the short statement of the non-speakers as to the longer statements of the "leaders". (A pearly drop of wisdom contrasted with a sea of useless striving.) Thirdly, silence does not indicate agreement. (Every notion of law, every code of ethics cries out that silence does signify agreement, but the 'leader" would be a fool to depend on that theory. A fool or a dictator.)

Also, listen -- what are people really saying? Ask them. Trust -- be aware of motives (mine and their possible ones) but don't rely too heavily on anything but actions. Be honest -- at least with myself, maybe with others, too. If the honest reaction is valid (logically defendable) then share it with those around. If I am angry, others may be angry too. If not, they will want me to rid myself of the excess. It's the only word I can think of to describe my prepostrous conclusions!

QUESTION: How involved are the tutors with which you are working? What did you do to involve them? Did the ITD influence your methods?

Ken Benham

The tutors are at some instances too deeply involved -- they aren't getting paid so the work they do is their pay. They try and live as a big brother or sister and have been getting real emotionally involved.

I feel as though I have not given so much, except maybe a system where the tutors can work. So far, the tutors have lived up to their parts and I believe this might be because I trust them and have great confidence in them. I tell them so and rely on them. Responsibility most of the time gives an individual importance and importance is what the modern day student wants (the majority at least). The ITD gave me a big understanding of what can happen when individuals react with others. Yes, I believe almost anything can happen if controlled correctly.

Patty Uren

The tutors really are not terribly involved. Lindenwood still has a student body of mainly fine young middle class women who act either to solve their social conscience or to benefit personally. We are working slowly to put them on the "straight and narrow" without their knowing that they are being guided.

Lynn Shapiro

Again, it's hard to distinguish what was ITD and what was before Ann Arbor but -- we've got a really good bunch of tutors who want to be involved which is step one already.

1) All tutors were interviewed in the office, shown around, met staff, etc. The homey touch.

2) We contacted all those who indicated they were interested in specific committees immediately and got them into planning exciting things right away.

3) Advisors will be responsible for tutors who are only tutoring and not doing any extra stuff. Since most advisory meetings will be "issue-sessions" hopefully, that'll involve people in what's going on in the staff's head.

4) Jim and I are going to every advisory group and/or talking individually with every tutor. That's to make them think they have a friend upstairs or something.

ITD influence was I guess just a general realizing thing, i.e., it's very confusing to have ten separate committees all in one office raising hell at once and duplicating calls because they didn't ask etc. Normally, that'd drive me up a tree -- now I let them do their thing and get to talk to them before, during, and after so that some general idea of what's happening gets back to staff, coordinators and tutors and tutees.

Another important thing -- I'm more like R. now in that I'm not so horribly practical. If someone wants to do something out-landish, as long as they'll try it and it won't screw anyone, I'm more willing to let them than I used to be. That's good I think. Makes people feel important, wanted, useful, etc.

Richard Massi

More involved than last year. We start tutoring tomorrow (just finished recruitment and orientation) so I can't tell for sure. I emphasized the personal involvement level of tutorial and the idealism questions like "why do I want to be a tutor," "What is paternalism," etc. I wore sandles and blue jeans and said dirty words. Got some potential tutors mad and some happy. It works pretty well. It'd definitely influenced me -- it gave me some of the questions I asked, some of the group work methods I used and most important, the knowledge that these sort of questions and this sort of approach are important.

Dan DiPietro

That's hard to say since we haven't started the tutoring program yet (Oct. 16). The five to one plan I've mentioned is one way we've tried to involve the tutors more in the program. What I would like to see is the executive board change from a decision-making body to a staff who would implement the ideas that the tutors and tutees came up with. Before ITD, my opinion was that in order to get things done, I'd have to do them myself. In other words, I didn't trust anyone else or have enough faith in other people to believe that they could come up with ideas -- good ideas -- or be able to implement them.

David Guthrie

Because of the time involved, it is necessary that the tutors become very involved in the project. As of yet, I have not decided when to turn control of the project over to them. At the moment, I'm using many methods to become aware of what their needs are and I try to satisfy them whenever possible. I'm planning for seminars (eight people) about every two to three weeks which will get them involved more with the project (plus, a newsletter) and I intend for the staff to keep close contact with them. I'm trying to encourage new ideas, etc. Unfortunately, I'm not able to make any progress at implementing them at this time. To the four or five who have suggested things, I have had to say, "Well lets get the project going (meaning starting tutoring) and then we'll start changing it and try some special projects." I'm sincere about this.

The ITD is responsible for the staff attitudes of the project, some of the general goals, especially the concept of educational change, the seminars, and the justification for a tutorial in Watts which is Negro (especially in the face of questions raised by the Black Nationalists and others).

One interesting thing I'm doing is being deliberately non-selective in the recruiting process on the general assumption that all people are human and that with a human administration, it will not only be possible to work with them, but they will get a lot out of the project. Of course, there may be some selection in so far as response to the recruiting technique but I'm eliminating no one. In other words, any motivation is (at least initially) valid.

WORKING

Our contact with the Interns wasn't limited to follow-up questionnaires, although we have concentrated on presenting them since they are more representative than individual random communications. They kept us posted fairly well on the types of things that they were involved in and on what they were doing. The following pages include the best samples of the type of random communication referred to.

It was really good for the staff to hear about some of the things the Interns were doing back on campus.

Saturday afternoon
9/30/67

Dear Susie and Tom (ladies first),

I've just received information via Dave that you would like to know what I'm doing. Your slightest wish is my command...

I mentioned a talk I gave at the freshman retreat to about 50 new students. I'm sending you a copy hoping that you'll criticize it and offer suggestions. It was well received when I gave it and prompted a provocative but sometimes difficult question and answer period. I forgot to mention that before the talk I described the ITD and many were interested in that also, meaning that you'll have to have another program next summer.

I've also been asked to organize a series of three discussion sessions on violence in the ghetto. It's a part of a program called FOCUS which all five college participate in and which concerns itself with issues of the day. The tentative schedule is as follows:

1st meeting - a black power advocate from Watts gives his side
2nd meeting - an opposing view given by a disciple of non-violence
3rd meeting - a psycholanalytical look at violence and its effects on participant and non-participant

Each meeting will be followed by a question and answer period by the audiance. The first two meetings will consist of one speaker and two students whose duty it will be to facilitate discussion. The third meeting will for the most part revolve around Fanon's the *Wretched of the Earth*. The first speaker will be someone as eminent as Ron Karenga who leads a group called US in Watts. We hope to get someone form the Southern Christian Leadership Conference or the like for the second meeting and two professors will lead the last discussion. Suggestions are welcome.

The following is the speech about which he spoke. It is a radical change for someone who had earlier said that he was tutoring because it made him feel good.

I'd like to discuss this afternoon whether or not the white middle-class college student should work in the black community and also whether or not the student's help is really helpful.

The reason I have asked these questions is because I hope to demonstrate to you through them the importance of your motivations when you consider going into one of the programs mentioned or Project Open Future which Mr. Hammond discussed.

The black revolution today has produced a Negro who has rejected the old dictum that white is beautiful and black is ugly. He no longer believes that he must make it in a white world in a white way. And he has begun to tell the white man that he must no longer place himself in the position of determining what is best for the Negro.

Keeping that in mind, let's say that you've decided to work with the tutorial in Watts, although I'd like to make it clear that the lessons to be learned are not necessarily limited to those of you who will be working with Negroes or as tutors.

If I were to ask you what your motives were for going into Watts, you would probably respond that you feel you have something to offer the Negro community and that that community has something to offer you; that it will be fair exchange, a sharing process. Such a response is admirable, but do you really believe and understand what you have said.

Suppose you have a Negro high school sophomore as your tutee and you decide that it might be good to stress the importance of doing well in high school so that he can go on to college and then on to a better job.

Have you considered what going to college involves for this student? One thing it means is that he will have to leave the ghetto, he'll have to leave all his friends on the street corner and cut himself off from his world, maybe never to return.

What have you done? You've manipulated the tutee to accept the middle-class culture; you have not lived up to your bargain of a fair exchange, of sharing. You've put yourself in a position of determining what is best for that Negro (i.e. college) without considering his interests. What you should be doing is aiding the tutee to deal better with his world within his own cultural framework. To do that, you must first understand his world and culture, and secondly, you must respect it.

There is the story of the Negro boy who remarked that one of the problems with social workers is that "they come down into our community and they want to give us things, they want to give us charity, but they won't take from us. It is the law of the streets that if you take, you get to give; if you give, you got to take." In other words, you can't be on the one way street of just giving.

What that Negro boy is saying is that he wants to be accepted and respected for what he is -- not a culturally deprived youth, but a culturally different individual -- he wants to be respected as a human being.

And what does a simple relationship between two human beings demand? It demands that if you as a tutor give and he as a tutee takes, then he as a human being must give you something of his own, and you as a human being must accept it. This is the basis of all human relationships: that if you take, you got to give; and if you give, you got to take. If you believe and follow that then you'll look at the Negro as someone who has something equally important to share with you as you have to share with him.

Thus, the answer to my original question is yes, but it is a qualified yes. We as students should be in the Negro ghetto today if and only if we have the right motivations; if and only if we believe it will be a fair exchange if and only if we seek to understand, to respect, and to accept the Negro for what he is. For without the right motivations we will be hindering the Negro revolution. We will be denying the Negro his right to determine what is best for himself, we will be denying him his dignity.

Now let me side-track for a moment and return to my discussion of the Negro revolution. Black power people are telling us middle-class students that if we are inclined to help someone then we should go into our own neighborhoods where discrimination comes from and work there. They are telling us to stay out of the black community. They are saying that the black people of America will provide their own leadership, that if anyone knows the problems of the Negro in the ghetto, it's the Negro who has lived there all his life. They don't need or want the white man to tell them what's wrong.

I agree with the black power advocates who say that whites should work with whites. I think that we, as college activities, can no longer overlook the vast need of starting a dialogue in our white communities concerning race relations. Although it is a job which is less "glamorous" than working in the ghetto, it is a job which is just as vital.

I also agree that Negroes should provide their own leadership and that they are aware of their problems better than anyone else. But as you might have guessed, I violently disagree with those who arbitrarily tell me to stay out of the black community. For although the Negro might be best aware of his problems, he is often unaware of how to solve them. And I am an individual whom if called upon by that community might be better aware of how to solve its troubles, e.g. who should be called if a landlord refuses to fix a waterpipe or what should be done about a racist teacher. It is my job to give the people the information they need to act. I will not act as a leader, but as a catalyst and teacher in developing the resources of the community. And as those resources develop, I will be less and less needed until finally I can be thanked for my services and dismissed.

I think black power people are throwing away what could prove to be valuable resources when they request whites and especially white college students to stay out of the ghetto.

It is also my feeling that one of the best ways the college student can benefit the Negro community is through the tutorial. It is the tutorial which can cause change in educational institutions and bring about social reform, and it is a reform accessible to young people (i.e. the college student) and one where community pressure can be effective.

I am talking about a tutorial which is run by the community, a tutorial which experiments with new types of teaching, a tutorial in which the college student is used and is not the user, a tutorial where high school students tutor junior high students who in turn tutor grade school kids, a tutorial which can blossom into an organization dealing with all the problems of the community. I'm talking about a tutorial which will not only benefit the individual tutors and tutees, but which can lead to revisions in the current educational system, a tutorial which can help to build an indigenous leadership, a tutorial which can become self-help organization for the Negro.

But with all this potential comes the all important and ever present warning that the college student must have the right motives for working in the black community...and believe in them. He must when working outside his own environment, continually and critically examine the usefulness and desirability of his presence in terms of the development of that community's resources. His role must be as a catalyst in the development of these resources and not an actual force of leadership.

- - -

Several Interns wrote articles for newspapers or were interviewed.

The following article was written by an Intern for her college newspaper.

OBSERVATION POST
City College of New York
Friday, September 22, 1967

In the Ghetto

by Rina Folman

There were 30 of us -- 30 wide-eyed, energetic, idealistic, typically naive college students. People from all over the United States, brought together by a National Students Association (NSA) sponsored Anti-Poverty program; a program designed to pack a life of learning and growing into one eight week pressurized summer.

Coming straight from House Plan Association's Sensitivity Training, I was still on that caring and loving high when I arrived in Detroit. For me Detroit became the people I met - the black family I lived with, the baby who cried when there was no one to hang onto. It was the real sharp cat on Mack Avenue who told me about street life in Detroit. Detroit was talking to people on the street and watching boxing matches in the back alley.

Entering Detroit meant becoming part of a family of 30 diverse college students - Hawaiians, Jews, Negroes, Atheists, Wasps. From a guy who lived lavishly in the better part of California to Bob, who came from the poorest section in Oregon. There was quiet, reserved, 25-year-old Steve, the teacher getting close to Ron, the 17-year-old shrewd Detroit Black Nationalist. There was a girl from a town having only one black family, and guy from Alabama - a guy whose parents were Birchers. They were a group of people about to realize their own naivete, but a group of people willing to live eight weeks of turmoil.

Every day in Detroit was a unique experience. The program itself was a pioneer leadership training experiment, and the people in it weren't the run-of-the-mill City College student types. Most of us were up tight that first day, but after the first week of T grouping and sensitivity training, we learned to be cpmfortable with each other, love, care and be open and spontaneous. We talked a lot about the people around us and we became aware of the over-bearing tight power structure mechanizing and dictating the lives of a city.

Gradually we lost faith in our ability to affect the moderate white church people directing the east side social action. We opposed becoming a part of patronizing letters to the Mayor and we felt for the Black person in Detroit - the guy constantly being shown he had no role in determining his own life.

After living in a sensitive lab atmosphere, moving into the black neighborhood and working directly with the teenagers, I began interpreting the Black Power message according to what was happening to me as part of the Detroit scene. I saw myself, the 29 other college students, and the community being swallowed up by the bureaucrats miles away who were deciding what's best for the poor ghetto people. Nobody ever questioned the role the black resident had in discussing, planning, and, depending on his own abilities, to decide and do what's best for him.

No. The complacent middle-class was able to sit back and assess average incomes, housing developments, and rates of legislation. The average man could be satisfied knowing that the Negro in Detroit lived more middle class than his brothers in other ghetto areas. That is, he was satisfied until his poor, helpless children revolted.

What the Negro in Detroit needs more than reforms and appeasement is the feeling that he is capable of doing more than rioting - that the words he has to say and the problems on his mind are important enough to be listened to; that people will care enough to help him implement his own programs; trust him enough to let him learn through his own experiences of failure as well as success.

Black leaders cried racial tensions - but in Detroit the process was still the thing and the white social worker was the Man. The Negro in Detroit needed to know he could affect other people - that he had a potential, people trusted and believed in. Nobody in Detroit ever said riots are a panacea for racial problems. Nobody ever said the resulting hostility and tension is a healthy atmosphere.

But maybe the people in Detroit need a little more discomfortable, a little less security, a little less protection by big white brother, and a little more responsibility to each other. There's a pride that needs developing and as long as Negroes are spoon-fed legislation, housing and innocuous summer anti-riot programs - then that's how long Detroit Negroes will feel they have nothing of their own to lose by rioting.

The 30 of us felt the futility of working on a grass roots level. We knew a too select and limited group were deciding the fate of too many. When the riots broke out Detroit became a different world. The guy on 12th Street yelling "Burn, baby, burn" might start making Detroit look at the 60% of its teenage population being pushed out of school because there's no room for them. The guy crashing the windows and looting the stores he hung around all summer had no job because money and programs were mysteriously lost somewhere in Detroit.

Now the white middle-class with the power is reacting to the destruction. The Black, strong voiced leaders are becoming more militant. The grass roots can't implement ideas without the support of the power structure; the power structure can't keep providing programs without tuning in to and utilizing community resources. Two interdependent groups are losing touch, talking rhetoric and ignoring the needs of individuals.

There isn't much you can do with sensitivity training once riots break loose. It's amazing how ludicrous traditional social aid programs seem in the midst of an internal war. It's amazing and shattering to be thrown back into the ghetto of a college community, where hundreds of wide-eyed, energetic, idealistic but naive college students are still talking about loving and caring. Where text books are a cop out for experiencing and talking is replacing doing.

It's ironic coming back to the College, hearing about people grooving and doing their thing, getting rid of hang-ups - but not daring to open their eyes to the world outside Finley's gates.

CONCLUSION

A concluding section to the ITD report would have to be divided into two parts. One would deal with the changes that have occured in our thinking and the things that we have learned about training that are different than the theory and structure expressed by the Appendixes of this report. The other section would deal with the conclusions we make regarding the changes in the Interns. We have chosen to not write the first section of the conclusion because of the length of the discussion necessary to do justice to it and because of the diverse audience of this report. There are many areas where we could discuss changes, but without a more through understanding of training theory, and learning theory, etc., and more time to spend debating the nuances of environment, timing, individual personalities, etc., they would be meaningless to most readers. For those readers who have a burning desire or professional interest in pursueing this discussion, we are more than willing to make time available.

The second section of the conclusion raises the same problems as writing a report on the affects of the Institute on the Interns raised. The best conclusions and evaluations on the Interns' changes are those you make from reading the report. Some of this has been done in the text of the report and for the most part, readers will have to see the changes in the text as they occur and interpret them as they see them.

There are few general things that we can say about the changes in the Interns. We can say specific things about an individual, but those changes wouldn't apply to another Intern. We can say that five of them joined Vista so that they would be able to work full time on the problems that they once volunteered to work on for two hours a week. We can say that some of the Interns who had not spoken to their parents for the last two or three years began to see the problems that thier parents were facing and have resolved problems of independence that they might not have if they hadn't changed because of training. On the other hand, there are Interns who, after the summer, felt that they just could not agree with their parents and left home. In all of these Interns, we can posit that the Institute gave them a greater sense of confidence and independence, but it would be difficult to quantify this or to even show that the Institute was the variable that effected the change.

We can however, make the following concluding statements. We conclude:

-- That for training people to be independent, trainers have to allow them to be independent.

-- That to train people to learn how to learn, they must be helped to learn themselves and that they are their best teachers.

-- That the T-groups formed strong bonds between dissimilar individuals that hold them together during extremely difficult times.

-- That work on inter-personal relationships and training in interpersonal skills are essential to any training program.

-- That field work with supervisors who have a great deal of other work to do doesn't prove adequate.

-- That field supervisors should be as skilled as the training staff in principles of human growth.

-- That with field work, relationships have to be extremely clear between field supervisors, trainers and trainees. Otherwise, the situation arises where there are three parties talking two at a time and chaos and hostility result.

-- That using a hotel in the inner city is a successful way of dealing with entry problems and culture shock as well as providing a satisfactory environment for T-groups.

-- That the staff has to have never-ending faith in the ability of the trainees to solve their problems and to survive.

-- That the ghetto experience is so overwhelming that trainees lose their interest in seminars and studies because the real problem is all around them and there is no time to theorize.

-- That living in the ghetto is essential and that finding out that your bus stops running at 11 p.m. and that your salary will not allow a movie and taxi and that the movie isn't over until 11:30 or that to get to your work by 9 a.m., you have to catch a bus at 7:30 because you have transfer three times is the best way possible to understand the transportation problems of the ghetto.

-- That to buy hamburger at the corner store after the supermarket closes for 10¢ a pound or more than the supermarket in the suburbs and then to find that it is rotten is the best way to understand the problems of the consumer in the ghetto.

-- That living with families is valuable but that local people often house you with the most affluent of the area (the CAA director, minister, etc.).

-- That communal living is valuable and doesn't affect working in the community.

-- That training done on college campuses and in retreat centers is bankrupt as far as training people to be effective in the real world is concerned.

-- That the staff has to tred a narrow line between being too authoritative and withholding information and that this role may change as the program progresses and the trainees develop their own independence.

-- That the success of training is based on nuances in the personality of the staff, in the environment, in the events of the day and that no plan or style of training is going to be fullproof and that probably, the succes of any style of training will rest on the ability of the staff and the trainees to adjust to new information as it occurs. (The charisma of one person might make an event successful while the same action would be a miserable failure if attempted by someone else.)

-- Finally, that the most important element of successful training is honesty between the staff and the trainees and the development of a climate of trust and mutual support. No matter how bad the situation, honesty will unite the staff and the trainees around an issue in a mutual attempt to resolve it, whereas, had an issue remained in the hands of the staff, divisions would have occured resulting in mistrust. Even more important however, the trainees would never have had the chance to solve a problem that concerned them and the staff would never have had the opportunity to trust the trainees to solve problems.

THE DEDICATION

I remember the first night we spent together..."and I can't help but wonder where I'm bound." Such ridiculous first judgments we all made about each other. The Earle -- I went and sat in the lobby and looked at all the strange people -- these I will work with for eight weeks -- which ones will I dislike -- how could I know I would cry at the thought of them leaving. T-groups vicious and probing -- I died several times that week -- thank god, you people gave me a new life. I helped pack the car that took us to our field assignment living areas, away from a thousand years in a week and into another thousand. We exchanged data on our various living places. Then the reception at Wayne -- all dressed up -- good paintings and fancy food -- happy birthday Bob L. Much dissatisfaction with various work assignments -- should those social workers know us, know people, did they? What are we in a social agency? Meetings, meetings; hours, hours. Group, group; real people -- occasionally cry. Feel, feel, feel, feel. Dick Strothers came to teach us; I would not permit myself to play any games like regular life games. But he didn't ask for games -- he saw us, me -- he was real and he knew we were real. First Parish Field. There were flowers for the hair -- but bugs too -- the food. Back to Detroit. Dawson, Patty, Linda, Jean, Lily had party -- Snidely Whiplash here -- drunk -- I love you all.

My God! Is there really a riot -- I refuse to comprehend that -- get off off off off to Hayes State -- phone home before both you and your people back home are dead. What tutorial papers? To goddam hell with them. Where is me, what can I say I am. Shit. Reject, reject -- Withdraw -- Love. Back to Detroit -- exhaustive, ineffective, soothing work -- haul a box, haul a box. The Directive, Jesus I can't possibly make it through all this. Please leave me alone. Rush machine works to get it all in before we kiss Detroit good-bye. The Parish Field week -- climaxes are agonizing. Cry, tight, cry, cry, this is real real real real. Ride it, beat it, succumb to it, hate it, love it, embrace it, caress it, smash it, kiss it; for god's sake, don't lose it.

Goodbye for New York and Chicago. A few days of ITD extracurricular activity -- extracurricular because we didn't always want to cry and laugh.

To Washington. Goodbye Bob L. What the shit is a Congress? We're in it. The real people we know are stars widely dispursed within a vast vast sky. You got to look at those stars -- they make you feel good. But, oh my God, they're going away. How do you hold on to a star? The stars must go -- but they can't. We'll do a hell of a lot of crying. Even thousands of years have an end -- how can that be so incomprehendable? A split-second explosion of glory has an end too -- so incomprehendable. The feeling, the love -- it can't be understood, it cannot, it cannot -- please, please -- thank you. It can only be loved and cried about -- and infinite sadness and joy. I love you people!

Saturday August 19, 1967
Richard Wood Massi

APPENDIX

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AVERAGE NEED LEVEL
of INTERNS

Appendix I

EVALUATION OF NEEDS

Indicate how much training you need to develop skills useful to you as a tutorial director or staff member.

Circle your answer, please.

		Training Needed None … Intensive	Relevant to me Yes	 No
I. A.	Project Organization	0 1 2 [✓ 3] 4 5 6	Yes 17	No 3
B.	Problem Solving	0 1 2 3 [✓ 4] 5 6	Yes 17	No 3
C.	Educational Theory	0 1 2 3 [✓ 4] 5 6	Yes 19	No 1
D.	Community Organization	0 1 2 3 [✓ 4] 5 6	Yes 18	No 2
E.	Project Goals	0 1 2 [✓ 3] 4 5 6	Yes 16	No 3
F.	Other General Areas (List)			
	FOSTERING DESEGREGATION	0 1 2 3 4 5 6	1	
		0 1 2 3 4 5 6		
		0 1 2 3 4 5 6		
II. A.	Staff Recruiting	0 1 2 [✓ 3] 4 5 6	Yes 15	No 5
B.	Staff Coordination	0 1 2 3 [✓ 4] 5 6	Yes 18	No 2
C.	Utilization of Potential Leaders	0 1 2 3 [✓ 4] 5 6	Yes 18	No 2
D.	Ability to Delegate Authority	0 1 2 3 [✓ 4] 5 6	Yes 16	No 4
E.	Tutor Recruiting	0 1 2 3 4 [✓ 5] 6	Yes 16	No 3
F.	Tutor Coordination	0 1 2 [✓ 3] 4 5 6	Yes 17	No 3
G.	Tutor Activities (Programs)	0 1 2 3 4 [✓ 5] 6	Yes 17	No 3
H.	Tutor Orientation	0 1 2 3 4 [✓ 5] 6	Yes 19	No 1
I.	Tutor Training (Academic Skills)	0 1 2 3 4 [✓ 5] 6	Yes 19	No 1
J.	Fund Raising	0 1 2 3 [✓ 4] 5 6	Yes 15	No 5
K.	Consultant Utilization	0 1 2 [✓ 3] 4 5 6	Yes 17	No 3
L.	Transportation	0 1 2 [✓ 3] 4 5 6	Yes 13	No 7
M.	Evaluation	0 1 2 3 [✓ 4] 5 6	Yes 19	No 1
N.	Library of Materials	0 1 2 [✓ 3] 4 5 6	Yes 15	No 3
O.	Special Equipment	0 1 2 3 [✓ 4] 5 6	Yes 15	No 4
P.	Other Specific Tutorial Problems (List)			
	RELIABILITY of TUTORS	0 1 2 3 4 5 6	2	
	TUTOR MOTIVATION	0 1 2 3 4 5 6	2	
	TUTOR RESPONSIBILITIES	0 1 2 3 4 5 6	1	

		Training Needed None Intensive	Relevant to me Yes	No
III.A.	Relationship with School System	0 1 2 [✓ 3] 4 5 6	Yes 17	No 2
B.	Relationship with Community Agencies	0 1 2 [✓ 3] 4 5 6	Yes 16	No 4
C.	Relationship with Parents	0 1 2 3 [✓ 4] 5 6	Yes 19	No 1
D.	Relationship with Indigenous Leaders	0 1 2 [✓ 3] 4 5 6	Yes 19	No 1
E.	Relationship with Other Volunteer Groups	0 1 2 3 [✓ 4] 5 6	Yes 15	No 4
F.	Relationship with the College of Education	0 1 2 3 [✓ 4] 5 6	Yes 16	No 3
G.	Other Public Relations Problem Areas (List)			
	RELATIONSHIPS w/ [illegible]	0 1 2 3 4 5 6	Yes 1	No
	" w/ TEACHERS	0 1 2 3 4 5 6	Yes 8	No
	" w/ RELIGIOUS ORGANIZATIONS	0 1 2 3 4 5 6	Yes 2	No

19May67

TI/ss

Calendar of Seminar Topics

Week One -- Orientation

Week Two -- General Discussions: How the Interns wished to conduct themselves as a group; whether or not a field coordinator would be necessary; how to handle the inequalities in Intern housing rent.

Week Three -- Field Exercise: The task was to go into the community and talk directly with the people about how "outsiders" like the Interns are perceived.

Social Workers: People who lived or worked in the community gave their opinions of how the Interns would be viewed in the community.

Week Four -- Community Organization: The Interns went to the headquarters of the WCO (West Central Organization) and spoke with community organizers.

Student Organizers: Wayne State students talked about working with students and administration.

Week Five: Creative Tutoring: Consultant from TAC introduced the Interns to some learning games to use with math and science and ideas of how to excite tutors. Groups of Interns presented ideas on how to tutor more effectively in reading.

Week Six -- Riot: New questions were asked: What is the value of a tutorial? What kind of social and political action causes change? What effective role can students take in promoting social change?

Week Seven -- Retreat at Parishfield: Talk about social change and individual roles continued.

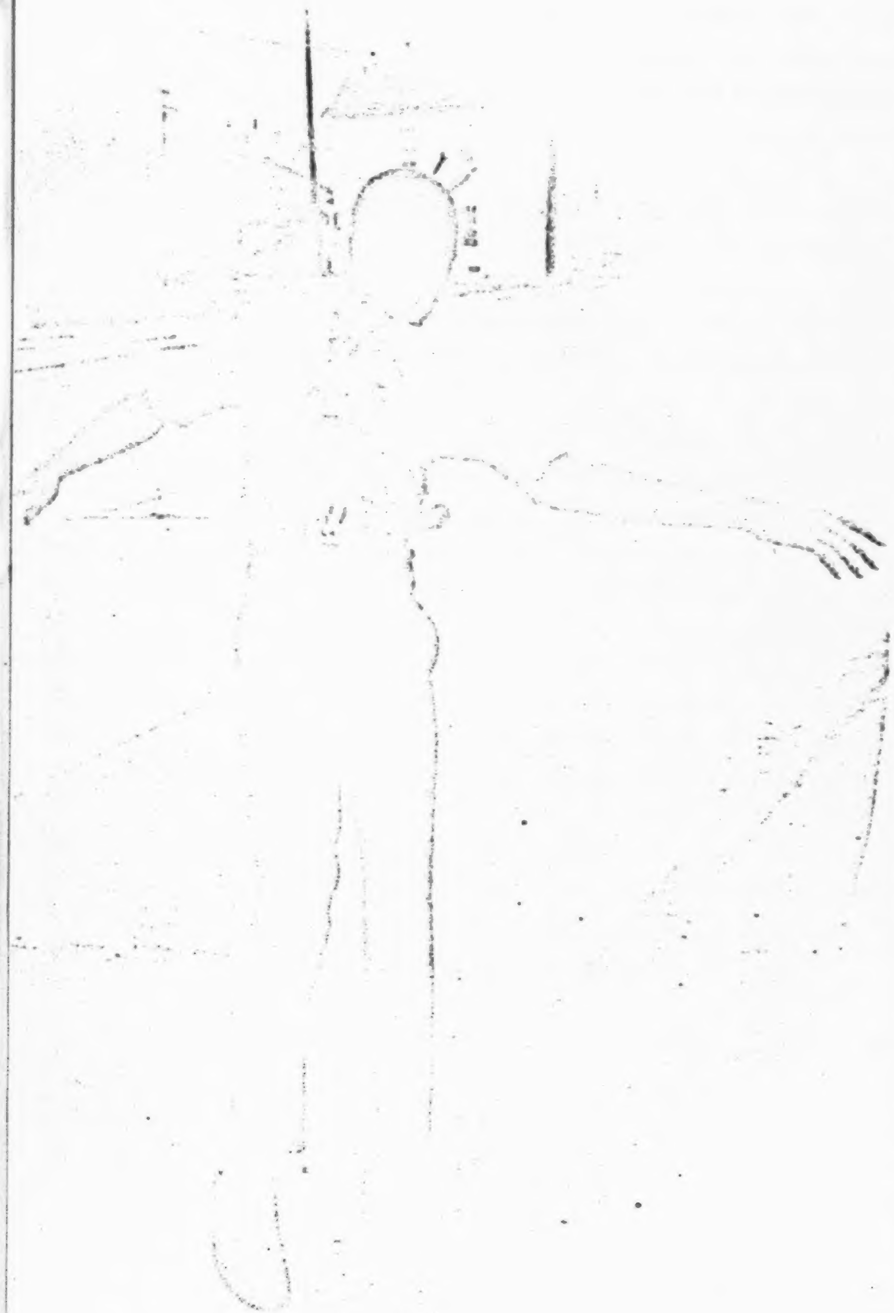
Appendix III

ITD

Institute for

TUTORIAL DEVELOPMENT

Sponsored by USNSA Tutorial Assistance Center, 2115 S Street, N.W., Washington, D.C. 20008
by Contract with the Office of Economic Opportunity



INTERNS IN ACTION

The Tutorial Assistance Center of the U. S. National Student Association announces the inauguration of the Institute for Program Development which will provide intensive, specialized training for tutorial personnel.

The Institute will have two separate but related components which will provide the experience and education necessary for tutorial project staff to make their projects more effective when dealing with community problems.

The first will be a field component where Interns will live and work in the community. Interns will be assigned to local community organizations and tutorial projects for eight weeks as staff members.

The second component will deal with issues facing all tutorial projects. Included will be consultations with resource people, sensitivity training, group-discussion, and the production of a series of working papers to aid tutorial projects in working with communities.

Thirty Interns—ten two-man teams and ten individuals—representing tutorial projects from throughout the United States will be selected from a cross-section of tutorial projects to participate in the Institute.

- *The Institute will be located in Detroit but assignments will be made in small towns and rural areas as well as the Inner City.*

- *Interns will receive $50.00 a week during the eight-week program to cover expenses.*

- *Travel expenses to and from Detroit will be paid by the Institute.*

- *Housing will be located in or near low income neighborhoods.*

- *Applications may come from directors, staff, tutors, tutees or community leaders who intend to return to their projects next year and who will have leadership positions in those projects.*

- *Applications, when not from directors, must be endorsed by the local project director.*

DUE TO THE ANTICIPATED NUMBER OF APPLICATIONS

Request for application must be received by April 24.

Formal applications must be received by May 8.

Applicants will be notified of selection by May 20.

The Institute will be in session from June 19 to August 11.

For more information call the Tutorial Assistance Center (202) 387-5100.

PR 1-½

REQUEST FOR APPLICATION

R	T	S	M	F	ST

1. Please type or print.
2. Team members must submit separate requests for applications.

NAME	MALE ☐ FEMALE ☐	AGE
PRESENT ADDRESS ZIP	PHONE	
SCHOOL	CLASS	
PROJECT NAME AND ADDRESS		
DIRECTOR'S NAME		
YOUR EXPERIENCE WITH TUTORIALS OR OTHER RELATED SERVICES		
PRESENT POSITION WITH TUTORIAL PROJECT		
ANTICIPATED POSITION WITH PROJECT NEXT YEAR		
TYPE OF SUMMER EXPERIENCE THAT WILL BE MOST RELEVANT TO YOUR PROJECT (Urban or rural; Negro, White or Spanish Community; administration, organization, etc.)		
I AM APPLYING AS ☐AN INDIVIDUAL.REP. ☐PART OF A TEAM	OTHER TEAM MEMBER'S NAME	
TUTORIAL PROJECT DIRECTOR'S SIGNATURE	APPLICANT'S SIGNATURE	DATE

PR 1 - 2/2

INSTITUTE FOR TUTORIAL DEVELOPMENT

Sponsored By

USNSA Tutorial Assistance Center
2115 S. Street, N W
Washington, D C

By Contract With
The Office of Economic Opportunity

APPLICATION FORM FOR INTERN POSITION

1967

Since candidates may not be interviewed until they arrive for training, please fill out the applicable parts of the form completely so your application may receive proper consideration.

Use the section designated for "Additional Information" when more space is needed. If this is not sufficient, attach additional pages.

GENERAL INFORMATION (Please Print Legibly)	OFFICE USE ONLY	
LAST, FIRST MIDDLE NAME OF APPLICANT	DATE OF BIRTH	SEX ___ Male ___ Female
CURRENT ADDRESS (Street, city, state and ZIP)	TELEPHONE (Area and local No.)	WILL REMAIN AT CURRENT ADDRESS UNTIL
PERMANENT ADDRESS	TELEPHONE (Area and local No.)	SOCIAL SECURITY NO.
RACE		
MARITAL STATUS ___Single ___Married NUMBER OF DEPENDENTS OTHER THAN SPOUSE	ARE YOU AND YOUR SPOUSE BOTH APPLYING? ___Yes ___No	

ARE YOU PRESENTLY ENROLLED, EITHER FULL OR PART-TIME AS AN UNDERGRADUATE STUDENT?
___Yes ___No (If yes give month and year degree is expected)

LIST JUNIOR COLLEGES, COLLEGES AND UNIVERSITIES ATTENDED. LIST THE MOST RECENT FIRST. Formal training other than college is to be recorded under next item.

NAME OF SCHOOL	CITY AND STATE	DATES ATTENDED FROM	TO		FULL TIME	PART TIME	DEGREE, DATE RECEIVED MAJOR, MINOR FIELD

CIRCLE THE GRADE AVERAGE WHICH MOST NEARLY APPROXIMATES YOUR UNDERGRADUATE GRADE AVERAGE AT THE END OF YOUR LAST SEMESTER A A- B+ B B- C+ C C-	CIRCLE THE GRADE AVERAGE WHICH MOST NEARLY APPROXIMATES YOUR MAJOR AVERAGE IN YOUR LAST SEMESTER A A- B+ B B- C+ C C-

LIST ALL TECHNICAL, TRADE OR OTHER SPECIAL TRAINING (CIVILIAN OR MILITARY) NOT COVERED IN ITEMS. USE ADDITIONAL SHEET IF MORE SPACE IS NEEDED.

NAME OF SCHOOL	CITY AND STATE	DATES ATTENDED FROM	TO		FULL TIME	PART TIME	TYPE OF TRAINING DIPLOMA OR CERTIFICATE

ARE YOU NOW, OR HAVE YOU EVER BEEN EMPLOYED AS A FULL TIME TIME TEACHER, SOCIAL WORKER OR COMMUNITY ORGANIZER? ____Yes ____No Length of experience of 'yes.'

HAVE YOU EVER LIVED OR WORKED IN AN IMPOVERISHED AREA OR COMMUNITY? ____Yes ____No (Specify type of area and/or location, plus circumstance, if 'yes.'

DO YOU SPEAK SPANISH? ____Yes ____No If so, how well?

LIST ALL ORGANIZATIONS IN WHICH YOU HAVE BEEN A MEMBER, SUCH AS FARM, LABOR, CIVIC, WELFARE, SCHOOL, COLLEGE, CO-OP, CREDIT UNION, AND/OR SOCIAL GROUPS.

NAME OF ORGANIZATION	HIGHEST OFFICE/POSITION	NATURE OF ORGANIZATION	DATES OF MEMBERSHIP To	From

HAVE YOU EVER BEEN ACTIVE IN UNPAID ORGANIZATION WORK (Include full, part-time or spare-time responsibilities) WITH COMMUNITY, SCHOOL, OR INTERNATIONAL SERVICE ORGANIZATIONS, LABOR UNIONS, ETC.? ___Yes ___No If 'yes' list below.

NAME OF ORGANIZATION, CITY AND STATE	TASK OR ASSIGNMENT	PLACE OF ASSIGNMENT	DATES To	From

WHAT SPORTS OR ACTIVITIES COULD YOU HELP COACH OR DIRECT? (Indicate by checking boxes below.)

SPORT OR ACTIVITY	PARTICIPATED - H.S.	COLLEGE	SINCE	COACH/DIRECT
FOOTBALL				
BASKETBALL				
BASEBALL				
TRACK				
SWIMMING				
ART				
DRAMATICS				
MUSIC				
CAMPING				
SCOUTING				

EMPLOYMENT RECORD ---INSTRUCTIONS: List all the jobs you have had since high school with your present or most recent job first.

TITLE OF PRESENT OR LAST POSITION	SALARY	AVG. HRS. PER WK.	DATES OF EMPLOYMENT Mo/Yr to Mo/Yr
NAME OF SUPERVISOR	NAME OF EMPLOYER, CITY AND STATE		
MAJOR DUTIES			

TITLE OF POSITION	SALARY	AVG. HRS. PER WK.	DATES OF EMPLOYMENT Mo/Yr to Mo/Yr
NAME OF SUPERVISOR	NAME OF EMPLOYER, CITY AND STATE		
MAJOR DUTIES			

HEALTH ---Do you think you can pass a standard physical exam? ____Yes ____No
If 'no', explain.

Are you physically handicapped? ____ Yes ____No
If 'yes', explain.

LEGAL INFORMATION ---HAVE YOU EVER BEEN ARRESTED, CHARGED OR CONVICTED BY FEDERAL, STATE, MILITARY OR OTHER LAW ENFORCEMENT AUTHORITIES, FOR ANY VIOLATION OF ANY FEDERAL LAW, STATE LAW, COUNTY OR MUNICIPAL LAW, REGULATION OR ORDINANCE? (Do not include traffic violations for which a fine of $30 or less was imposed.) ALL OTHER CHARGES MUST BE INCLUDED EVEN IF THEY WERE DISMISSED.

____ Yes ____No

(If 'yes', in a separate sealed envelope addressed to the Director, and marked "Legal confidential," give your name, social security number, the specific charge, and a complete explanation including the date, place, and disposition. Include this envelope when submitting this application.)

MILITARY STATUS IF YOU ARE A MALE, WHAT IS YOUR PRESENT DRAFT CLASSIFICATION?	SELECTIVE SERVICE NUMB
DID YOU RECEIVE A DISCHARGE FROM ACTIVE MILITARY SERVICE?	WAS DISCHARGE HONORAB ____YES ____NO
SPECIFY TYPE OF DISCHARGE IF OTHER THAN HONORABLE	SERIAL NUMBER

BRIEFLY, WHY DO YOU WANT TO JOIN?

WHAT PROBLEMS DO YOU THINK YOU WILL ENCOUNTER?

USE THIS SPACE FOR ADDITIONAL COMMENTS YOU WISH TO MAKE AND FOR FURTHER INFORMATION TO ANY OF THE ITEMS ON THIS APPLICATION. (Indicate item to which answers apply.)

CERTIFICATION

I CERTIFY THAT the information furnished in this questionnaire is true and correct to the best of my knowledge and belief.

SIGNATURE OF APPLICANT DATE

SEND COMPLETED FORM TO:

TOM ISGAR, DIRECTOR
INSTITUTE FOR TUTORIAL DEVELOPMENT
475 Peterboro
Apt. 315
Detroit, Michigan
49270

INTERN INFORMATION

Intern	School	Location	Team or Indiv.	Financial Aid
Bankhead, Ed	Tuskegee Inst.	Tuskegee, Ala.	T	-
Benham, Ken	Cabrillo	Aptos, Calif.	I	-
Dawson, Bob	Claremont	Claremont, Calif.	T	-
DeJaegher, Lili	Mt. Marty	Yankton, S. Dak.	I	-
DeWitt, Linda	Valparaiso	Valparaiso, Ind.	I	$30.00 subsidy
DiPietro, Dan	St. John's	New York, N.Y.	T	-
Folman, Rina	CCNY	New York, N.Y.	T	-
Fujise, Jean	Hawaii	Honolulu, Haw.	T	-
Godfrey, Wes	Tuskegee Inst.	Tuskegee, Ala.	T	W/S
Guthrie, David	Claremont	Claremont, Calif.	T	-
Justice, Carolyn	Temple	Philadelphia, Pa.	I	-
Klassen, Jo Ann	Portland State	Portland, Ore.	T	-
Lewis, Bob	Portland State	Portland, Ore.	T	-
Logel, Judy	Marian	Indianapolis, Ind.	T	W/S
Lundy, John	St. John's	New York, N.Y.	T	-
Mailloux, Susan	Marian	Indianapolis, Ind.	T	W/S
Massi, Dick	U. of Alabama	Tuscaloosa, Ala.	I	-
Ritter, Pam	Texas Christian	Ft. Worth, Texas	I	-
Robin, Susan	Pembroke	Providence, R.I.	I	-
Shapiro, Lynn	U. of Michigan	Ann Arbor, Mich.	I	-
Skinner, Steve	William and Mary	Williamsburg, Va.	T	-
Sindorf, Steve	U. of Michigan (Wilmette)	Chicago, Ill.	I	-
Surgalski, Betty	U. of Detroit	Detroit, Mich.	I	-

Tretin, Marc	CCNY	New York, N.Y.	T	-
Uren, Patty	Lindenwood	St. Charles, Mo.	I	-
Waki, Lena	Hawaii	Honolulu, Haw.	T	-
Wilkinson, Cissy	William and Mary	Williamsburg, Va.	T	-
Williams, Ron	Central High	Detroit, Mich.	I	-
Wright, Manni	U. of New Mexico	Albuquerque, N.M.	I	-

Name: Appendix VI

Evaluation of the Week of Orientation

	Not Helpful						Very Helpful
1. Speakers	0	1	2	3	4	5	6

Comments:

(Average Result: 3.5)

2. Field Trips							
Supervisors	0	1	2	3	4	5	6
Detroit at Large	0	1	2	3	4	5	6

Comments:

(Average Result: Supervisors - 4
Detroit at Large - 3.5)

3. T-Groups	0	1	2	3	4	5	6

Comments:

(Average Result: 5)

4. General Sessions	0	1	2	3	4	5	6

Comments:

(Average Result: 3.6)

5. Earle Hotel	0	1	2	3	4	5	6

Comments:

(Average Result: 4.3)

6. Trainers and Staff	0	1	2	3	4	5	6

Comments:

(Average Result: 4.7)

July 67/ss

ORIENTATION EVALUATION

Comments

T-Groups

Antagonism -- object lesson in how to cope with variety...I hope on more than just my part.

- - -

The group helped me learn to understand (and grow fond of) different types of people. I am aware now of looking for others' feelings. As for myself the group proved that I'm still stuck with my same problems as far as communication.

- - -

I didn't go for the kids in my T-Group, was resentful of being supposed to talk and had very little to say except some criticism. Altogether, found it frustrating and very disappointing. I found that I can relate better with one or two at a time and only with people I have feeling for.

- - -

T-Grouping was probably the most beneficial aspect of orientation week. I may have exaggerated its effects, but I do have an awareness, sensitivity to others, and conscious knowledge of myself, my abilities and limitations. With this in-depth perception, I think I can be more effective in my communication and relations with others.

General Sessions

In retrospect, the general sessions served a very important function. They made me see that the group could not function as a unit. At the time, this was very frustrating. But, later, I tried to find the reasons for this. Lack of respect for the 30 individuals, not listening, trying to persuade and others are the reasons I came up with. Realizing these things has made it possible for me to function more effectively in our group, but, more important, it made me able to recognize the flaws in community groups that I am and will be working with.

- - -

The general sessions were not helpful in the context that resulted in group decision-making, but they made me think. It created a general drive for group communication that placed the responsibility on each individual member of the group. General sessions served as frustrating learning experience.

- - -

They were awful but from these we learned compromise, paying close attention to speakers, how to define the problem at hand and that sticking to it is the only way to make a (group) decision.

- - -

Earle Hotel

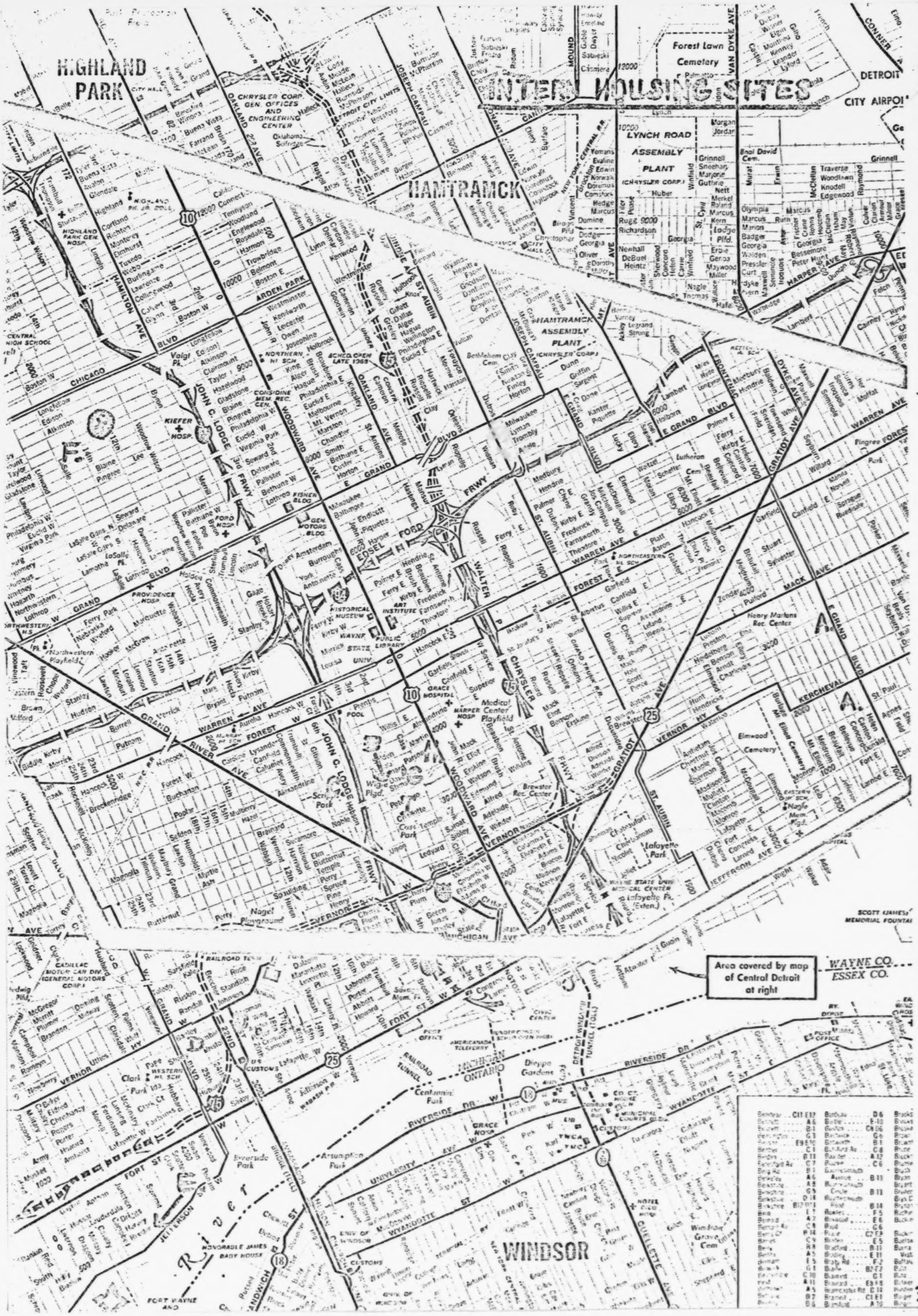
I'm not afraid of slums or run-down areas as much. Still, there are things to fear, but not just on basis of being poor, dirty, or crude.

The atmosphere of the Earle was perfect for orientation and preparation. It was not a direct plunge into poverty, but certainly was different than my middle class environment.

Trainers and Staff

Staff should not be so adamantly tolerant.

I think the staff's non-directive role was not clearly enough understood and caused undue confusion. Had it been better clarified, I think there would have been less objection to it.



HIGHLAND PARK
HAMTRAMCK
INTERIM HOUSING SITES
Forest Lawn Cemetery
DETROIT CITY AIRPORT
CHRYSLER CORP. GEN. OFFICES AND ENGINEERING CENTER
DETROIT CITY LIMITS
LYNCH ROAD ASSEMBLY PLANT (CHRYSLER CORP.)
HAMTRAMCK ASSEMBLY PLANT (CHRYSLER CORP.)
HIGHLAND PARK GEN. HOSP.
CENTRAL HIGH SCHOOL
NORTHERN HI SCH
CONSIDINE MEM. REC. CEN.
KIEFER HOSP.
FORD HOSP.
FISHER BLDG
GEN MOTORS BLDG
PROVIDENCE HOSP
NORTHWESTERN H.S.
Northwestern Playfield
HISTORICAL MUSEUM
ART INSTITUTE
PUBLIC LIBRARY
WAYNE STATE UNIV
GRACE HOSPITAL
HARPER HOSP
Medical Center Playfield
Brewster Rec. Center
NORTHEASTERN HI SCH
Henry Marlans Rec. Center
Elmwood Cemetery
Lafayette Park
WAYNE STATE UNIV MEDICAL CENTER
Lafayette Pk. (Exten.)
Scripps Park
JOHN C. LODGE FRWY
EDSEL FORD FRWY
WALTER P. CHRYSLER FRWY
WOODWARD AVE
GRAND RIVER AVE
GRATIOT AVE
MICHIGAN AVE
FORT ST
JEFFERSON AVE
CADILLAC MOTOR CAR DIV. (GENERAL MOTORS CORP.)
WESTERN HI SCH
RAILROAD TERM
US CUSTOMS
CIVIC CENTER
POST OFFICE
AMERICANADA TELEFERRY
DETROIT WINDSOR TUNNEL (TOLL)
RAILROAD TUNNEL
MICHIGAN
ONTARIO
Dieppe Gardens
Centennial Park
Assumption Park
Riverside Park
AMBASSADOR BRIDGE (TOLL)
HONORABLE JAMES BABY HOUSE
UNIV OF WINDSOR
GRACE HOSP
WINDSOR
Windsor Grove Cem
CUSTOMS
SCOTT JAMES MEMORIAL FOUNTAIN
Area covered by map of Central Detroit at right
WAYNE CO.
ESSEX CO.
River
FORT WAYNE AND
RIVERSIDE DR
WYANDOTTE ST
UNIVERSITY AVE
OUELLETTE AVE
SANDWICH ST
10
75
25
18

GUIDE TO MAP

A. Franklin
- Rina Folman
- Wes Godfrey
- Judy Logel
- Richard Massi
- Susan Robin
- Steve Skinner

B. Brainard
- Ken Benham
- Linda DeWitt
- Bob Lewis
- Patty Uren
- Steve Sindorf

C. Jeffries
- Ed Bankhead
- Jo Ann Klassen
- Lynn Shapiro
- Lena Waki

D. Saint Anne
- Bob Dawson
- Lili DeJaegher
- Jean Fujise
- Cissy Wilkinson
- Manni Wright

E. Del Ray
- Dan DiPietro
- Dave Guthrie
- Carolyn Justice
- John Lundy
- Pam Ritter
- Betty Surgalski

F. Ron Williams

G. ITD Office

H. Seminar Meetings

I. Tom & Susan Isgar (staff)

The wide lines bound the riot area.

⊗ indicates where the riot started.

BRIEF DESCRIPTION OF FIELD PROJECTS

Franklin Settlement

Rina Folman	Wesley Godfrey
Susan Robin	Steve Skinner
Judith Logel	Richard Massi

Through Franklin Settlement, the Interns worked on home consultation and in the SWEEP program (Summer Weekend Evening Program).

Early in the training, Wesley Godfrey became dissatisfied with the SWEEP program and started his own program for getting dropouts and push-outs back into school.

Steve Skinner also dropped the SWEEP program after several weeks to begin organizing a tutorial in a Boys' Club. His plans were interrupted by the riot.

Community Youth Services

Susan Mailloux	Mark Tretin

The Interns were responsible for setting up and making functional a community tutorial which they did with such success that the tutorial was still running after the riot.

St. Patrick's Parish

Ken Benham	Linda DeWitt
Bob Lewis	Patty Uren
Steve Sindorf	

Through the community agent who worked out of the Girl's Catholic Central High School, the Interns worked on the newly started community paper, taking a local census, and on building a food co-op in an Appalachian White area.

Morley School

David Guthrie
John Lundy
Betty Surgalski
Carolyn Justice
Pam Ritter

The girls worked through the school on community programs which included a Spanish-English community newspaper. The fellows did not feel this program was useful experience for them, so they spent some time working with the Housing Commission. When Steve Skinner initiated his project to start a tutorial in the boys' club, Dave and John joined him.

Commission on Community Relations

Dan DiPietro
Bob Dawson

The Interns worked as facilitators for community programs, handled the writing of one consititution and acted as advisors to a youth project.

St. Anne's Parish

Lili DeJaegher
Cissy Wilkinson
Jean Fujise
Manni Wright

Interns gained contact with the Spanish community through the children in a recreation program. Their activities extended into the evenings when they often acted as chaperones for dances and social events. The girls gave swimming lessons and worked with a community newspaper.

Jeffries Project

Jo Ann Klassen
Ed Bankhead
Lynn Shapiro
Lena Waki

Lynn and Lena worked on creating a tutorial project for the low-income, high-rise housing that would use the college students in the project and other interested people as tutors for children needing help in the project. Ed started a Business League for teenagers, and Jo Ann worked for SWEEP.

ADDENDUM

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Addendum I
(Proposal)

SUMMER INSTITUTE

The tutorial has established itself as a productive agent of change. The impetus provided by tutorials for involving people in education has led to change in the attitude of entire communities toward education, the way the schools are run and the kind of education provided for children of the ghetto. Tutorials have served as a focal point for community action, involving indigenous students as tutees and tutors and including parents as tutors and project staff. Tutorials, after involving local people, expand from homework help to questioning aspects of education normally found in a poverty community. Foremost among these is the development of an awareness of the problems of the educational system. Awareness causes people to question the school system--who controls the system and how much voice do parents have? A minority group may question the composition of the local board and demand their ethnic group be represented. They may question the adequacy of the schools--physical faciiities and personnel. Is the building adequate; do children receive supplemental services to which they are entitled? The tutorial provides a positive, constructive thrust around which a community can organize.

The Tutorial Assistance Center feels there must be come mechanism for shortening the period of time required for change. Even more important than shortening the time, is the need to insure that tutorials become community action projects. During the past year, TAC has spent a portion of its time in an intense effort to change the emphasis of a number of tutorials from homework help to community education. The year has shown one important thing: a change in leadership and even the type of leadership seldom alters the function or the goals of a tutorial. This gives rise to the hypothesis: once a tutorial assumes a community action attitude, it will retain this approach.

It is our proposal that tutorial directors spend a summer experiencing intense association with theory and practice of community action in order to successfully orient their programs toward community action. In a few cases this year, tutorials have changed as a result of the director's participation in an intensive one week seminar developed by TAC. However, only two of twelve directors were able to make observable program changes. In addition to that seminar, extensive discussions with their respective programs preceded change. In a number of cases during the first year after the tutorial changed its emphasis to community action, the community accepted the responsibility for the program. Community action tutorials also have advisory boards and staff members from the community.

Since most effective community action tutorials have been started and directed by college students and since most tutorials are manned by students, it is proposed that primarily student directors be included. In addition, community adults and promising high school students will be encouraged to apply. Many college directors are from poverty backgrounds as are many of the tutors. This number is increasing as both Work-Study and Neighborhood Youth Corps become interested in tutoring as a preferred activity. In all cases, efforts will be made to recruit directors from poverty backgrounds.

TAC proposes to conduct a summer program which will accomplish the following:

The program will provide the experience necessary for project directors to develop a community action tutorial. This experience will be in actual community involvement and intense discussion of the theory and philosophy of community action.

The program will be a model for developing skills needed by directors to become capable of shifting the emphasis of a traditional program to community action.

The program will produce a corps of people, skilled in training, able to transmit their experience to others through workshops and training sessions.

The program will produce at least one major document dealing with training for community action and the type of experience necessary to develop skills for community action. In addition, the program will produce a series of shorter documents dealing with tutorials, leadership skills community problems, etc.

The program will be divided into two separate but related experiences. The first will be field work and the second cognitive education. Consultations with the Peace Corps and National Training Laboratories have aided in the preparation of the education component and further cooperation has been offered.

Field work experience could come from working on the staff of a community organization, working in a settlement house, working for a welfare department or a number of other occupations. The participants will live in the community where they are working; this, in itself, will provide a great deal of insight into the community. This will also provide the participant opportunity to function in the community outside the role established by his job.

The field work assignments will be selected on the basis of the ability of a local project or agency to provide the participants concrete experience in working with residents of a poverty community, social welfare agency staff, local government representatives and fellow staff members. Projects providing participants opportunities for experience in supervision and program planning will receive high priority. As often as possible, the assignments will be with organizations run by local residents with strong community action orientation.

Education Component

The education component will run concurrently with the field work. It should take three to four hours per day. The goals of the education component are related to the creation of an attitude of open inquiry. When this is accomplished, the participants will be able to overcome stereotypes; learning will be much easier. A related, and more practical, set of goals for the education component is the acquisition of knowledge which the participants can transfer to their own projects. To enable the participants to acquire an open attitude and to function within this conceptual framework, the following program is proposed.

The participants will receive one week of intensive leadership and community action training under the guidance of a professional trainer. They will spend the next six weeks in small groups dealing with a number of topics. The final week will be spent under the guidance of a trainer in a laboratory situation in preparation for return to campuses. Throughout the eight weeks participants will meet people whose specialty is some aspect of community organization or community education. The participants will be presented information which they can discuss and evaluate in relation to their field experiences and individual backgrounds. As a result of these discussions, participants will be expected to produce a series of papers dealing with community action, community education and tutoring. They will cooperatively produce one major paper dealing with the preparation of individuals for work with community education and community organization. The participation in discussions and preparation of papers will serve at least three functions. First, papers useful in local projects will be within. Second, a major training document will be produced. Third, the participants will articulate their perception of community actoin. Possible topics for consideration are middle-class attitudes, community organization methods, local control of local programs, attainment of community goals, cooperation with local agencies, project administration, curriculem, recruitment and training. In addition to this series of papers, the participants will be involved in an ongoing critique of the summer experience.

Evaluation and Follow-Up

Throughout the summer, the staff and participants will examine the program and restructure as fallacies appear. Consultants will be asked to observe the program throughout the eight weeks and report on the change in participant attitudes between the two laboratories.

The director will require all participants to submit a detailed description of their individual projects before the summer program. He will use these to evaluate changes they implement. If possible the director will match the programs of the twelve selected participants with similar programs of nonparticipants. This will provide a contral by which to measure the amount of change in the programs as a result of the summer program. If the jypothesis is correct, he will observe a shift in the projects toward community action and community education attributable to the summer program.

Project Site

The site must have enough community centers, block organizations, etc., to provide administrative or staff positions for each participant without overburdening the local structure. However, the role of the participant will be such that he cannot assume responsibility that would cause the organization to suffer when the summer ends.

Participants

Special emphasis will be placed on recruiting participants from poverty environments. This will be done by concentrating on colleges which draw students primarily from poverty areas. Participants will be selected on the basis of their location, experience, and a statement of intention. The statement must indicate intent to remain with a program through May, 1968. Participants may be selected from any of the floolwing three categories: 1) directors or staff members of continuing projects; 2) tutees or tutors who have shown outstanding potential and are recommended by the project director; 3) community people who have worked with a project and are recommended by the project director.

Staff

Director: The Director will be responsible for the operation of the program (public relations, recruitment and selection of participants, hiring, etc.). The Director will be responsible for selecting 12 participants from different locations for further study. Beginning in September the Director will visit 12 projects to evaluate changes in the projects which are results of the summer training. He will aid the participants in carrying out community education programs and doing additional training in their communities. The Director will be responsible for submitting a report at the end of the year. Job duration: April 1, 1967 to March 31, 1968.

Field Coordinator: The Field Coordinator will select, with the assistance of the Director, the training site and the field work assignments. He shall be responsible for negotiating with the consigners and overseeing the trainees' field work during the summer. He will act in the capacity of assistant director. He will be responsible for preparing a report after the training. His job will run from April 1, 1967 until September 30, 1967.

Trainer: The Trainer will be responsible for the two leadership labs. He will assist in planning the curriculum.

Secretaries: General secretarial work. One from April 1, 1967 until March 31, 1968.

Cirriculum Consultant: A specialist in the areas of work with the disadvantaged, training, small group method, etc. He will be hired if necessary to assist the Director in planning the educational component. They will be selected on their knowledge in the particular area.

Content Specialists: Content Specialists will be used in each subject area covered in the educational component. They will be selected on their knowledge in the particular area.

Time Table

1. The project will begin April 1, 1967.
2. A director will be selected prior to this date.
3. All staff will be hired by April 15.
4. Announcements of the program will be out before April 15, and recruiting will begin at that time.
5. A site will be selected by May 15.
6. Field work assignments will be arranged by June 15.
7. The summer project will begin June 15.
8. A report on the summer project and the selection of twelve participants for follow-up will be due September 1.
9. A final report will be due April 1, 1968.

GROWTH THROUGH GAINING INDEPENDENCE

(Learning Theory)

Forward: Emotion is a response to information affecting personal happiness and security which is processed by the brain. The information may not be valid in external reality, but for the person responding to it, it is real and provokes the appropriate response or emotion.

GROWTH THROUGH GAINING INDEPENDENCE

This paper is concerned with the process of growth of the individual. Although gaining independence and being independent are not the only factors encompassed in the traditional concept of growth, this discussion of growth shall be limited to the process of gaining independence. However, I would like to point and emphasize the fact that the ability to be interdependent and self-discipline are very closely related. Interdependence, which is a more sophisticated state than independence, is reached only when one has the ability to give and receive help while at the same time remaining self-sufficient. Independence is a prerequisite of course. It is also a prerequisite for self-discipline, but gaining self-discipline and independence ought to be intertwined. Often they are not, and self-discipline is achieved only after independence, if at all.

Helping another to gain independence can be destructive if he doesn't realize, concurrently, the need to impose restrictions on his actions. His indepedence and self-sufficiency can lead to the undoing of others who are not so independent. (All leaders or strong individuals are not just, and some are unjust to the point of becoming even tyrants, despots or bullies). In training a problem of promoting the awareness of the need of self-limitation arises. We create a paradox when we demand, on one hand, that people shake old limits to attain independence and on the other that they impose new ones upon themselves. The difference that they have the ability to define their own limits, must be clearly understood to be recognized. Choosing personal limits requires that they take greater responsibility for their own actions which in turn allows them greater independence. For example: by rejecting his parents' right to have any control, the child has also relieved them of responsibility for his actions. He must then take responsibility for deciding how to behave within limits that are necessary to function within society. He may decide to continue within the same limits set by his parents, but he has chosen this course and therefore exercised independence.

There exists an individual rational morality that helps the individual resolve the dilemma of choosing limits. Unless he falls into the clutches of the most extreme branch of predeterminism, there are few situations where a person does not choose. Where the choices involve a moral issue, the moral choice or alternative is obvious for each person. To gain independence he must choose the moral alternative where it exists and risk the consequences. When he does not do this, he remains dependent on the environment that caused him to choose a safe alternative over the one he "ought" to have chosen. A distinction should be made between wise men (prudence) and martyrs (foolishness). Often the personal "ought" is not politically expedient and choosing it would be casting fate to the winds. Nevertheless, we too often choose the politically expedient alternative, even though rejecting it would not be fatal, rather than risk taking the alternative that we know to be the best or moral alternative.

There is no simple rule of thumb for making choices. However, the knowledge that political alternatives give us absolutely no personal independence and only the tenuous independence created by possession of power should help make choosing alternatives easier. "Independence" dependent upon power is shaky. Until alternatives are chosen that are personally moral, as well as politically sound, the individual lives in fear of the day that his power is proven inadequate. This is not independence. The ability to create or choose alternatives is central problem solving.

Gaining Independence Through Problem Solving

Growth is a combination of intellectual and emotional change, not one or the other, which develops independence.

For the purposes of this paper, gaining independence (growth) will be considered as an increase in one's ability to find and implement solutions to new problems. Two important differentiation in this statement are "new problems" as distinct from "recurring or old problems" and the difference between merely finding solutions and actually implementing them. The reason for saying new problems rather than recurring problems is that they require that risks be taken whereas recurring problems present little risk.

When we are faced with new problems, there are unknown elements which are usually not present in recurring problems. Often, our uncertainty about the validity of our solution is the unknown element which creates a risk beyond our intellectual control. Facing this risk in implementing our solution causes growth. On the other hand, since most of the unknowns have been eliminated in problems that we have solved in the past, we are merely involved in a process of refining our techniques for solving those particular problems. In implementing solutions to these problems, there will be some additional learning but very little growth, because most of risk is gone. For example: contrast your experience of driving in rush hour traffic for the first time with driving in the same traffic today. The first time rush hour driving was a new task requiring knowledge of the city and courage to undertake the trip. You are aware of all the risks and did not know if you could successfully navigate them. On the other hand, driving in the rush hour traffic now is a familiar recurring problem of probable greater danger (since you aren't as alert) which you face daily without concern for life or limb because you have successfully driven through it before.

If it were possible to make total distinctions between learning and growth, discussion would be much simpler, but they are so interrelated, one seldom exists without the other. Learning corresponds to finding a solution to a problem that it is a refinement of or an increase in possessed knowledge, but it does not necessarily cause growth. In a sense, it is simply adding another set of facts to a collection or rearranging fact already. Intellectual processes, i.e., discussion, reading, listening, thinking, writing, have little emotional involvement or risk that go beyond ego games. They concern reality but do not involve the risk of reality. For example: you may grow in an argument with the boss about company policy, but the growth is a result of the experience (arguing with the boss) and not the content (company policy) of the experience. You probably know most of the facts determining company policy, but you did not know that you could safely argue with the boss.

Finding a solution or making a decision, then, is an intellectual activity involving little risk, therefore, causing little growth. However, implementing the solution may require tremendous risk and cause growth. Example: it is easy to decide that the boss must be told that he has bad breath, but it is a great risk to do it. The risk that one takes in problem solving may not be apparent while finding the solution to the problem, but it become obvious in its implementation.

Decision Making as Part of Problem Solving

The quality of decision making is proportionate to the accuracy of the methods used to collect and synthesize data and skill in choosing alternatives. The validity of these elements is measured by their objectivity and avoidance of stereotypes, past experience and use of resources.

Skill in decision making is determined by a complex set of relationships between external information and internal characteristics, a combination of personality, experience, attitude, fears, interests, etc. When faced with a problem, external information concerning the problem is received immediately. The data come from observation, research, conversation, etc. Regardless of decision making skill, data is received which will be sorted and filed according to its inter-action with internal characteristics of the individual receiving it. The inter-action will eventually produce a solution and later implementation.

The ability to find a solution to a new problem requires having a method for solving all problems. A method assists in systematically gathering, interpreting and synthesizing data into alternatives and thus, reduces the uncertainty of a hap hazard approach. To improve this method one needs to continually experience events where decisions must be made, solutions implemented and their success evaluated: data collection is part of this process.

An important factor in determining the accuracy of data gathering is the closeness of agreement of definitions between the decision-maker and sources of his information. Reliable data, such as observable facts, transmitted by an observer have validity for the decision maker in proportion to the closeness of the agreement in views between the decision-maker and the observer, as well as his skill as a reporter. Although an observer may report with 100% accuracy, the decision-maker, if he has also been an observer, might disagree with the observer's account of the phenomenon. Each individual's past experience, skills, fears, etc., (internal characteristics) are all variables that alter his perceptions of data, and he is the only one who can know the effects of these variables when they interact with external data. Therefore, the individual's only completely accurate data collector is himself.

Data collected for an immediate problem is knowledge that will facilitate solving that particular problem. Specific data is limited in its usefulness to the present problem with which it is associated and it cannot be relied upon for solving future problems unless generalities have been drawn from the specific. Uninterpreted, the data applies only in a specific set of circumstances and unless this is recognized, general problem solving procedure cannot develop.

Ability to solve a new problem may be changed by the data on hand from past problems, because it may not apply to the new problem. However, the ability is influenced by the method used to collect and process data in the past. Ability to collect pertinent data will increase if after each decision, the collected data is examined to determine, first, what types of data directly affected the decision and, second, the validity of the source, and, thus, the accuracy of the process by which it was collected. The quality of the solution will be determined even more by ability to accurately synthesize good data than by ability to collect it.

After data has been collected and synthesized and a solution developed and implemented properly, the process used to arrive at the solution should be abstracted. An analysis of the process used to solve a specific problem will definitely improve ability to solve similar problems in the future. However, the ability to solve problems in general will improve only if the process used is valid exclusive of the data. Like data, if the process used is particular to a specific problem, it will be difficult to apply generally unless it is abstracted from the original situation.

Improving decision making ability requires a continuing analysis of the process used to reach decisions for current problems as well as an analysis of the process used in the past. An analysis of the data is not as relevant except, perhaps, in that it helps to recognize the difference between important and trivial data. Analysis of the process on the other hand, is necessary to refine the process of decision making valid for the individual decision maker.

Alternatives

Another important skill in decision making is the ability to see solutions in terms of alternatives and to choose the best. There may be several alternatives that will solve an immediate problem, but there is usually one alternative (not necessarily the same one for everyone) that will provide an opportunity for additional independence as well as a solution to the problem. This is the alternative that a person "ought" to choose; the one which is both morally and politically sound. For example: we ought to meet deadlines. We accept this as sound, but too often we put the work off and suffer with guilt until the last minute or until our guilt overcomes us. Probably, we will have to do more work and will still miss the deadlines.

A situation arises where we cannot find safe and moral alternatives. We choose to ignore the problem or to postpone it until we think the circumstances are favorable. Many times when faced with situations where a risk is implied, we defer the problem to a host of auxiliary decision-making personnel, i.e., mother, policeman, teacher, politician, other guy. They may come to our rescue, or they may have even foreseen the problem and previously set us on a path that avoids all known hazards. Either way, we do not have to make "hard" decisions. We choose the college we attend, but society said that we should go to college.

Avoiding risks or choosing the painless alternative cannot always be condemned. In fact, thinking in terms of alternative helps to avoid complete frustration or confusion, for until a situation can be seen in terms of alternatives, the situation controls us. When there is only one viable alternative and it is not the moral alternative, choice is not available: one is a pawn in the game rather than a player. Example: The only viable alternative for Sir Thomas Moore in a "Man for All Seasons" was to agree with Henry VIII, but it was not his moral alternative so he had no control over the outcome.

Ability to see alternatives and choose the one most immediately profitable allows one to go through life comfortably and, in all probability, to get ahead. However, constantly avoiding taking the moral alternative does not prepare one to create alternatives that are not overtly present in a situation. Taking the safe way all of the time evolves into inability to take any risks, and creating an alternative not inherent in a situation is a risk.

The availability of alternatives presents a paradox: Alternatives allow a degree of independence from failure in solving a problem. Alternatives prevent frustration and provide the opportunity to have some control of the situations that affect us. On the other hand, the act of selecting an alternative may, in fact, be an affirmation of personal dependence if an acceptable but not "ought" alternative is chosen. Alternatives also provide ways around difficult situations and lessen the independence an individual might gain had he chosen the "ought".

The following is an example of a safe acceptable alternative which allows no gain in independence: As a believer in Christian love, should I condone the war in Vietnam? As a human being who is in danger of being drafted and killed, should I condone it? Why do I? At this time condoning involves less risk than resisting. I can choose not to condone the war but also not act overtly on that decision. Intellectually, I have made a decision (I can do that) and it has eased my conscience. However, I was also able to choose not to act on my decision and by not acting, taking a socially acceptable position -- silence. If I had to act on my decision, if I had no alternatives, I might be destroyed (this is the unknown that prevent me from acting). However, I have an alternative, and before I act, the situation will have to increase in intensity until I think I no longer have a choice, or the evidence that I will survive becomes overwhelming, or enough others agree with me that I feel secure.

Our skills and environment provide many acceptable alternatives which allow us to avoid taking risks or the "ought" alternative. We are able to find functional alternatives easily (an indication of a sophisticated and educated society). However, by creating a life where alternatives that provide escape from the "ought" are not only available but also approved, our environment fails to produce leaders (those people who can grow with little support and can make decisions in new situations) who can challenge limits inadvertently set by society.

Risk Taking

Problems solving does not promote growth until the risk of implementing the solution is taken. Implementation requires an additional internal characteristic (confidence) normally developed by synthesizing past external data and experience. The vital difference between those who can only find a solution and those who can also implement it is the ability to act. This is the difference between leaders and followers who seem to have similar talents and characteristics. To be able to act intelligently and by choice depends on the possession of data and how well it is integrated to arrive at a solution. The characteristic necessary for action which is not necessary to solve a problem theoretically is self-confidence; this may be only additional self-confidence, because some confidence was required to attempt to solve the problem.

The more extensive the collection of data concerning the new problem, the easier it may be to act. However, no amount of data or intellectualizing will settle the feeling in your stomach as you approach new experience. The only way to overcome the fear of the unknown is to act. At some point, regardless of data, one must act. If the decision-making process is valid and implementation precise, the problem will be solved. If they are not, the action will provide new data, reliable for the individual, with which the decision-making process can be refined.

The fear of the unknown in a leadership position is the same fear or hesitation you have felt as an individual just before entering a new school (church, bar) or before trying snails (pot, liquor). It is the fear that an act initiated by you and for which you are responsible will have a harmful effect, physical and/or psychological, on you. This fear is the anathema of confidence. Fear, however, is logical when there is an element of the unknown in a situation. People grow when they overcome fear or make a decision in a situation that involves an unknown and act on their decision regardless of the unknown.

People grow when they are able to express themselves either verbally or physically in areas they had avoided or where they had previously felt restricted (fear). People grow when they take a risk.

In summary, due to his individuality, each person is the most valid source of information in a situation requiring him to act. The only way to improve his ability to act is by acting and evaluating the action. Data is important but static, the individual is the most important element in determining the success of his action. With experience, he can become his major source of information (data gather) and be able to act intelligently with very little new data. Decision making and acting on problems are dynamic processes which can be refined by continuous evaluation of the quality of actions and examination of the process that lead to the actions.

Evaluation

Successful decision making is not always necessary to growth but it helps. If one fails when he takes a risk, he will probably survive, but he may need someone to point out that he has survived.

Failure can produce as much learning and growth as success if it is examined. Most people, however, are not prepared to look at failure in terms of learning. The problem solving process which resulted in failure is seldom examined for mistakes and future alternatives. If it is examined at all, it is seen as a mark of inadequacy. Examination of failure is an important part of problem solving and may actually be the beginning of the problems solving process. First, the fact that the individual survived the failure becomes clear. Second the problem itself is never more apparent than when it has met failure.

Failure may be the result of misjudging environment or personal abilities. When this happens, information and the process used to obtain the solution need to be examined in order to initiate a revised solution based on the data gained from the failure. The revised solution may be to withdraw, not quit.

Failure is most destructive when unexamined, and the individual quits not knowing why he failed. A problem must be seen as a unit that ends either by success or failure. After failure it becomes a new problem. Examination of failure gives the freedom to begin unburdened by the guilt of past failure which will aid in solving problems.

Training for Action

In training people to act intelligently, a necessary consideration is how to instill or develop self-confidence. The problem can be approached in many ways and is most effectively solved by concurrent use of several approaches. One approach is sensitivity training. In the T-group, the individual can look more closely at himself and receive feedback form others about the accuracy of his perceptions. It aids him in understanding personal hangups and in many cases, resolves the hangups as being based on ungrounded fears of failure and rejection. The T-group provides an opportunity for its members to express themselves openly and honestly in an accepting environment. This experience provides the individual with a more accurate picture of himself and his interactions with others and allows him to interact with others more freely. This knowledge helps to develop confidence to act, at first, in the immediate T-group environment and later in post T-group situations.

A second approach for developing confidence is to create a structure within which people who have been allowed to experience new behavior in T-groups can receive support but still must choose their own direction. In this situation, direction is sometimes choosen out of frustration or even as an act of rebellion against the directionless structure. Within the structure, most individual action is initiated by the participants. Some initiation from trainers takes place only in the face of external demands (often time pressure). At first, the quality of the decisions and action is generally low, but it is a beginning at taking responsibility and does improve with time. Opportunity for examination of the process of making decisions and acting must constantly be provided so that the process may be refined. Even when processes go unrefined, successful action builds confidance.

Discussion between participants inwork and living situations helps build confidance, also. The trust and openess developed by the T-group should engender an intense level of discussion. This coupled with individual action brought about by the non-directive structure should promote constant in-depth sharing of experiences and analysis of actions. This informal analysis or evaluation provides new insights that apply to the problem solving process which can be tested in following actions and then re-analyzed. Continuing this procedure helps develop more sophisticated processes for solving problems.

Role of Environment

In the past, there were elements in the environment that caused people to take risks, to overcome risks, and to grow because of them. These risks were taken to fullfill needs that are discussed in freshman Psychology -- food, shelter, love, self-esteem. For most of us, the needs we have are for psychological and not physical survival, therefore, the risk that we take are psychological and not physical. I'm not suggesting that we long for the frontier, but I am suggesting that the frontier helped develop people's emotional security since it caused them to develop their physical security, which they could easily evaluate. The frontier was similar to the environment faced by a person in today's world who functions in a position that threatens him in ways other than intellectual i.e., teacher, organizer, nurse, etc. People in the normal course of their lives, are able to avoid situations that force them to take risk and make decisions without all of the information; situations where they would have to rely on their abilities only and risk failure on their shoulder or in their guts. However, people find themselves required to do just that when they function as leaders. The question is how do we in today's society, help people develop the necessary self-confidence to act when unaccustomed to risks?

Role of Authority Figure or Trainer

Debate continues about the value and/or necessity of trainee participation in planning their own learning situations. Trainers kid themselves about the authority relationship when they decide to have participants take a major role in planning an exercise. Planning alone doesn't add greatly to one's growht. Planning is an intellectual exercise and is often little more than fantasy. It adds most to growth when the plan is being implemented because of the risk present and the participants' commitmetn to the plan which forces him to take the risk.

In my opinion, the ordinary implementation of even a major program does not add greatly to growth, because once the plan is chosen and the guidelines for implementation formulated, environmental protectors usually take over and comfortable alternatives can be taken. For example: You may spend a lot of time selecting the college or occupation that you wish to pursue, but once you have made the decision, you will find that everything else has already been decided. The college has a required course of study, and the occupation has its set of mores by which you are bound.

Similarly, sometimes, we are in positions where others take the risks of implimentation and we are responsible only for the planning (director, supervisor, foreman, trainer, etc.).

How do we (as trainers) grow and help others grow? Part of the answer lies in how we make decisions and implement them and how we relate to others as they make decisions. Can an individual act on someone else's decision and still grow? My answer is "yes", but the emotional growth is limited and there is little intellectual growth. The decision is made for me and it is my responsibility to act, however, failure is not completely my responsibility because someone else's decision was invalid. If you make the decision then I am dependent on you and you retain the responsibility for the decision, thereby, most of the responsibility for the success or failure, and I remain only a pawn in your game.

Intellectually, some of the information gained from implementing the decision may transfer but not nearly as much transfers as would have if I had worked through making the decision myself. The danger that comes from succeeding in a situation where I do not make the decision is that the result will have a great impression on me. My lack of planning will not be obvious, and I will be deluded into attempting similar problems without adequate preparation. Failure will be more harmful than success rewarding. If I implement your decision, success will be uneven. Most of the laurals will go to you, becuase all I did was follow instructions. However, if I fail, the responsibility will be less clear and some of the guilt will be mine regardless of my precision in carrying out the instructions.

In a modified situation where a trainee makes the decision and asks the trainer for his judgement and he approves, they share the decision and the risk involved in implementing it. The risk for the trainee is lessened even though the plan and implimentation are his alone because he got "expert" approval. If the trainer disagrees, the trainee may end up implementing the trainer's decision mainly because he is the authority figure and the trainee is dependent once more. A trainer should try to prevent the trainees from giving him any responsibility for his actions, but general encouragement or agreement and positive comments take the form of positive reinforcement and eventually give the trainee enough confidence to attempt implementation without the trainer's advice. The length of time it takes for the trainee to gain independence will be determined by the amount of responsibility the trainer allows or forces him to take. I believe that to grow, one must make a decision on his own and then implement it, taking all of the risks that it might fail but also receiving all of the laurels if it succeeds. The sooner a trainee takes responsibility, the sooner he will gain independence.

Non-Directed Meetings as Learning Experience

Non-directed meetings where all participants share responsibility for the conduct of the meeting provide an excellent specific situation for gaining independence through problem solving, improving their problem solving ability, and becoming more aware of individual "oughts" of themselves and others. The frustration of making decisions about what they want to learn leads them to define problems, set up tentative solutions and begin to act upon the proposed solutions. Examination of how problems are being solved is necessary to bring problem solving practice from unconscious exercise to meaningful learning. The task orientation of meetings focuses attention toward a practical end. At first, however, participants should not be concerned as much with completing a task as with evaluating and improving their abilities to handle the problems created by the tasks.

Evaluation of a meeting in which no goals are achieved will sharpen the awareness of the group's (each member's) failure to see and define problems, and act accordingly. Evaluating a success is equally profitable.

A note here on the basic similiarity between group and individual handling of problems might help emphasize the importance of individual participation.

First, a valid group decision calls for individual decisions. Each member must examine the group's problem as if it were his alone. He should know his position and possible solutions at all stages of the problem's development.

Contributions made by the other members of the group should be treated as data, relevant or irrelevant...all worthy of examination...which could alter the member's basic personal decision on the group problem.

Accepting another member's data (opinion, idea, etc.) and using it to modify one's own basic decision is difficult. It does not mean that one is necessarily easily influenced and, therefore, easily controlled. The group decision will be high quality if each individual has made his own "quality" decision and used the constantly refined data supplied by the other members to reach the best possible solution attainable in that group.

To ignore data from other members of the group once the individual member has reached his own decisions, is the same as ignoring relevant data to any individual problem outside of the group. For example: When buying a used car, there are a multitude of facts to consider before you have enough knowledge about that car to decide that it is good or bad. It would be foolish to decide to buy it because you like the color and purposefully ignore the information you have about its mileage, gas consumption, accident history, etc. Chances are you'll regret your decision. In a group, other members' inputs are information as vital to your best decision on the group's problem as the statistic concerning the car are in its purchase.

By not seriously considering all relevant data, the individual is creating additional problems and is operating out of context -- on a private level -- which leads to frustration for all involved because of the missed communication. Refusal to accept relevant data that the rest of the group has accepted and used to create a modified version of the problem builds frustration and opens the way for hostility.

Constant evaluation of a meeting as an exercise of problem solving ability is the only way to improve that ability and, ultimately, the meeting. Although the tasks of the meeting are immediate, a quick solution is not necessarily the best. One's goal is to learn how he reaches a solution, because "how" he solves the problem is of lasting value while the "what" that is solved or the problem itself is comparatively short-term in importance.

NOTES ON THE ITD MODEL

by

TOM ISGAR

The ITD is a unique training experiment, funded by OEO-CAP 207, aimed at furthering the role of the volunteer as an agent of change in American society. The Instute is a first attempt in providing training for tutorial directors and staff. Although some of the achievements and high points of the movement have been reported in national magazines and newspapers, the history of tutoring in the U.S. is still being written. A few organizations have attempted a written history, to date, of the movement, but their results are fragmented. For more information on the history of tutorials write the Tutorial Assistance Center, 2115 S Street, N.W., Washington, D.C. 20008.

One major need of tutorials has been for skilled and continuing leadership. The dedicated corps of students who provided the present leadership have been making history, but they are working mainly in isolation and without training. The TAC has had some affect on reducing the isolation with bulletins covering nationwide project news, but the need for skilled leaders remains in local projects.

Because of the demands of college, student leadership has been temporary and lacking in experience. This has, in part, been due to the absence of any articulate goal for tutorials and of means for developing leadership. The latter is a problem everywhere and is common to all new program areas. As a solution to the lack of leadership, the Institute for Tutorial Development is a natural occurance in the maturation of the tutorial movement.

The ITD has existed for two or three years in the minds of some of the farsighted leaders of the tutorial movement. It was proposed a year ago but was tabled in the face of more pressing demands. The present Institute was conceived early in the winter of 1966 and became a reality in April 1967 as a part of the TAC contract with OEO-CAP 207.

After the signing of the contract, one of the first steps in the development of the Institute was the selection of a location. Detroit was the choice. The diverse ethnic groups, social service agencies, favorable political structure and comparatively moderate racial tension makes it an ideal city for the Institute's methods of training. A lesser but important factor is the co-incidence of the closing of the public schools and the beginning of the Institute.

The Institute's goal is strengthing leadership of tutorial programs. Interns will be guided toward this goal through leadership training, field experience, theory and fact input in the realm of education and organization, and sharing of their experiences gained as leaders in the present movement,

The design of the Institute deviates from the norm in a number of ways. It is the first program designed for training tutorial project directors and staff. The program will be a combination of diverse elements of training and education. There will be a blending of formal education (seminars), job-training (field work), sensitivity training (labs), research and reporting (model tutorial) and, throughout the program, opportunities for the Intern to assume leadership roles. To encourage this, the Institute will maintain a non-directive structure that will allow the Interns to influence its content and direction. The philosophy of the Institute is that of a community of leaders as well as a community of Interns.

The thirty Interns, male and female, will be the most important resources of the Institute. They will be drawn from all areas of the U.S. and from all backgrounds. There will be Negro students from Tuskegee Institute in Alabama and White students from the University of Alabama. Students will come from Brooklyn, South Dakota, New Mexico, California and points in between. Some of the Interns will be on Work-Study programs from their colleges. Their ages range from 17 to 25 and their backgrounds vary economically, socially, and in experience with tutorials. Two Interns will be setting up their first tutorial in September while other Inters have been involved in tutorials and similar projects for four to five years and are paid tutorial staff members.

The Interns will receive a scholarship of $50.00 a week and transportation to and from Detroit. The money is not a salary, since the Institute is not providing jobs, but is providing an opportunity to learn and grow for a select population.

The eight-week Institute, June 19 to August 11, will be divided into the following segments. For the first week thirty Inters, six trainers and three staff will live in an inner-city hotel. This week will be used for orientation and will involve sensitivity training, discussions with Detroiters on what is to be expected, and familiarization with the neighborhood. The sensitivity training will be under the guidance of trainers from the University of Michigan who received their training at the National Training Laboratory in Bethel, Maine. Community familiarization will entail discussion with local resource people and tours of the neighborhoods where the Interns will be working.

The first weekend will be used for the Interns to move to their respective neighborhoods and meet their host families.

The next six weeks will be similar to the following in format.

The week will be divided into three major components. The first component, will continue throughout the following six weeks. It will be a field placement made at the end of the first week. The placements have been arranged by the staff in accord with the needs of the Interns as specified on their applications. In general, all of the assignments will be with private or city social service agencies. The assignments will entail work with adolescents, many of whom will be referral from juvenile court frequent contact with the parents and with referral and service agencies. The activities in the field placements will vary with the assignments and the skills and interest of the Interns. The field work will be conducted formally Thursday through Saturday of each week, however, the Interns will be expected to continue their activities informally all of the time they are in their areas. This may include Sunday and evenings. An important aspect of field work will be the relationships established and maintained with the host family and other residents of the community.

The Interns will receive supervision in the field placements from the professionals with whom they are working in the agencies.

They will be able to choose their field assignments in areas that will provide experience most relevant to their projects. They can elect to work with Mexican, Negro or White youth or in an integrated situation. In some cases the Interns can choose between urban and rural.

Another aspect of the field placement will be the training of a young person selected from the community for his leadership potential by each Intern. By doing this the Interns will be able to benefit the community by leaving some local leadership, and, at the same time, benefit themselves from the opportunity to identify and train leaders.

The second aspect of this component will be the establishing of a tutorial in Detroit. The Interns will deal with all of the problems of a tutorial project. They will spend one day a week planning the program, tutoring and evaluating. This will relate directly to their independent study.

The third component of the six weeks will be six two-day seminars. The seminars will be held Monday and Tuesday of each; additional time will be allocated if it proves desireable.

A general format for the seminars will be; input from resource people, analysis of the topic by Interns and reports or papers on the topic by selected Interns each week. The content outline for the seminars will be; three seminars dealing with cultural and ethnic differences and approaches to community organization and three dealing with problems of volunteer projects, i.e., group administration, record keeping and curriculum. The specific topics and designs of the seminars will be decided by the staff and Interns.

Midway through the six weeks one weekend will be used for a retreat. The retreat will bring the Interns together for additional sensitivity training and will be used to raise specific questions and to either design or redesign the remainder of the Institute.

The final week will be used for further sensitivity training, to summarize the Institute, to evaluate and make recommendations.

Two or three days of this week will be used to discuss the application of the Institute to the campus project. Fall and winter projects can be discussed and planned with other Interns and staff. Further training for Interns will be discussed.

The possibility of the Interns receiving further training in a number of fields is very good. An important goal of the Institute is that the Interns will have new skills with which to train their staff and tutors. In addition, it is possible that the Interns will be called on as individuals or in small groups to aid in staffing other training programs.

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Addendum IV

INTERIM REPORT

September, 1967

INSTITUTE FOR TUTORIAL DEVELOPMENT

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Introduction

An introduction to this report on the Institute for Tutorial Development wouldn't be necessary if the report itself could give an accurate, quick impression of the summer's training. However, the data processed and ready for use at this time is limited. For information to be available, beyond the structure and chronological account of the training, the Interns' Journals and other writings, staff tapes, and follow-up information must be evaluated.

The account that follows is incomplete, because we have not defined the exact causes for people changing as much as they did: why they were and still are excited about those changes; why they are stronger people than they were before the training; and why some have gone into Vista rather than back to school. The intensity of the summer is missing, too, but that existed because of the Interns and their serious, sincere attitudes toward the training as well as the style of training itself and the unsual environmental interventions, i.e., the Detroit Riot.

The aim of the Institute, to build strong leadership in tutorials, was successfully met and surpassed, but it is difficult at this point to pin-point the personal characteristics distinct form leadership ability which were also developed. However, these personal gains gave the greatest satisfaction to the Interns and now reinforce their strength as leaders.

The learning theory behind the training format, basically, that people learn best and most easily by exposure to the subject and by actiong in accord with reality. Many times, facing the reality which destroyed some hopeful preconceptions of the training for the Interns. They were pressed to carry out actions which they had only talked about before. (When the question arose about how they would be received in the community, they were asked to go into the community and find out rather than sit in the seminar room and project.)

Discovering that he could work successfully handling harder question (i.e., race, sex, etc.) on this reality level was one of the most exciting points in the training for the individual Intern.

The ITD was a unique experience for all concerned. Anyone who associated with it became deeply involved; the five people who trained sensitivity groups and consulted from time to time throughout the eight weeks became excited and enthused by the deep involvement developing interpersonally on a whole group level. However, great amount of trust and honesty the group developed and used to support its individual members was difficult to accetp as real, even for people used to the results of T-groups.

The new level of interpersonal relationships was a necessary as well as satisfying by-product of group trust. Extensive individual interaction was necessary to provide the support that the unstructured training format did not give. The Interns' ability to help one another build strengths and overcome weaknesses was one of the major reasons for the training's success. Their ability to see persons as resources has also helped reinforce their changes back on their campuses.

The learning and challenge the environment provided, the demand that no issue be avoided, and the support the Interns learned to provide each other to help meet the environment caused them to leave different people than from when they entered training. They are more open, tolerant, understandking, kinder, stronger, and essentially wiser people than before. They have learned to listen to get directly to the essence of problems, and to take the responsibilty of making a decision.

By making these people better leaders, the ITD has helped develop better tutorials. It would not matter if a great amount of information on tutorials was given to the Interns if they could not use it forcefully. Instead of pat answers, the Interns were helped to find the flexibility and creativity which would allow them to meet any problems they might have in their tutorials and find own answers with resourcefulness and confidence.

Recruiting and Selection

A flyer announcing the ITD was sent to 1000 tutorial projects and campus work-study directors in early April (Appendix III). Interested students returned a request for the final application (Appendix IV), and then those whose interest held up through the long application returned the final application. About 200 were received.

It was not possible to personally interview the applicants, so they were selected on such arbitrary criteria as experience, age, sex, area of the U.S. from which they came, and the quality of their answers on some questions about tutorials and their reasons for wanting to attend the Institute. The selection was geared toward obtaining a cross-section of Interns in each of these areas. The applicants selected had from no experience to 3 or 4 years, with the average around 1 or 2 years. They ranged in ages from 17 to 26 years, average age being 19½ years and were divided evenly between male and female. Their origins were from Hawaii to New York City (Appendix V).

A number of Interns came as a member of a team representing one campus with the teams ranging from working with well-established tutorials to one which would be going back to a newly-started project, (see Appendix V, also for origins of the teams).

Introduction to Training

Following the philosophy that strong leaders can build strong projects, the eight-week training program emphasized building leadership qualities rather than presenting a volume of information on tutorials. Bringing together 30 tutorial leaders created a larger body of tutorial knowledge than had ever been assembled before. The Interns provided their own best content resources.

Because of the riots, the full eight-week training shcedule was not completed. The first week was orientation to the Institute and Detroit and was followed by six weeks of seminars and field experience. The eight week was to have been devoted to evaluation and discussion about applying what had been learned during the summer to the Interns' home tutorials. The last week of field experience and the formal week of evaluation were partially lost in the confusion of the riots.

Orientation to the ITD

Orientation was held in the Earle Hotel (22 Charlotte Street), a mediumsized, old hotel in the heart of the red-light district just off Woodward, Detroit's main street. Its atmosphere and alien environment into which the Interns were dropped were important elements in the eventual cohesion of the group into a self-supporting group.

(The final report will contain a more detailed sescription of the Interns' reactions to their total immersion into poverty and the learning they gained). In their written evaluations, they noted Earle as one of the best parts of the orientation. These orientation evaluations, completed by the Interns, have not yet been fully complied.

Monday and Tuesday were devoted to introducing the Interns to Detroit's physical and sociological layout and to some of the social agencies that were known to have extensive, if not effective, programs. Wednesday through Saturday morning were used for sensitivity groups and planning by the Interns for the first week of field work. Saturday afternoon the Interns moved to their Detroit homes.

The sensitivity groups (conducted by John Lohman and S. Wittes, University of MIchigan, Pamelle Dickson, Tutorial Assistance Center, and Al Recourd, Student Stress, NSA, all with training form National Training Laboratories) was one of the Strongest factors in influencing the group to become self-supporting.

The Interns were divided into four groups with one permanent staff member in three of them. They met regularly in these small groups and often with the group of 30 which met to work with real issues as well as with exercises in group communication. The two groupings allow them to recongize similarities in problems with communications on the two levels.

The experience with the T-groups and 3ith the large group revealed to most of the Interns the difficulty and importance of complete communication. Since communication is an intrinsic part of leadership, recognition of its importance and how often it is neglected was probably the most important key to learning received by the Interns. A more complete evaluation of tapes and written material should substantiate this conclusion. At this point, however, it will have to be supported by the fact that communication became one of the main concerns of the Interns as a group and individuals as the summer progressed.

Many individual problems emerged and were dealt with on a primary level, at least, in the sensitivity groups. The apt handling and gentleness with which these problems were met helped to create a trust which was respected among the members of the groups and that grew through the summer to provide an atmosphere in which the Interns could draw on one another for support.

Training Schedule

The basic schedule for each week during the six-week period of seminars and field work used Monday morning to evaluate and discuss the previous week's field work. Monday afternoon and Tuesday were used for seminars. Appendix IV contains a calendar of topics as they were taken up. Wednesdays served as time for further discussions to work out problems and for additional seminars. Thursdays and Fridays were spent in the field working with established agencies, and, in some cases, on the Interns' own projects. These are briefly described in Appendix VIII.

Fieldwork and Housing

The Interns were encouraged to spend their free time in the neighborhoods, which they did the first weekends. However, the meeting demands of the Institute and work committments with the field placements increased as the summer progressed and cut into their time for casual acquaintance with the neighborhoods where they lived.

Detroit provided a variety of ethnic communities throughout which the Interns homers were scattered. Six lived in the Del Rey area, which is Spanish and European; four, in St. Anne's Parish, a mixture of Negro and Spanish; five, in the Appalachian White area; four, in a low-income housing project occupied mostly by Negroes; and eight, in a strictly Negro neighborhood in the area surrounding the Franklin-Wright Settlement (Appendix VIII).

The staff had hoped to have each Intern or groups of Interns living with host families. However, when final arrangements were made, only half come under this plan. The other half, who felt they were able to benefit just as much from living in the communities as those Interns living with families, lived in apartments in the areas where they worked.

Except for two cases, all of the Interns lived in pairs or larger groups. One boy from Detroit lived with his family, and one girl lived with a Spanish family. Most of the Interns lived with other Interns working in the immediate area.

The average rent was $5.00 per week, ranging from $7.50 to free, in both the homes and apartments. The Interns devised and maintained by themselves a system for equalizing their contributions toward rent, so that each was paying the same amount toward their collective rent.

The benefits of having the Interns living and working together in such close contact for eight weeks haven't yet been completely compiled. However, from our experience this summer it is easy to project that this was an important element of the program.

During the first five weeks, the Interns depended entirely on the bus system for transportation, Through extensive travel to and from the seminars, by bus, and in visiting each other, the Interns got to know the city quite well.

Rental cars were used in the following weeks because of the number of retreats and the need for private transportation during the riot.

Retreats

Two major retreats were planned: one in order to provide a weekend out of the city where the Interns could relax and pull away from their work and the poverty to do some evaluation; the other was to work on producing papers on five major areas of tutorials (administration, tutor orientation and training, creative tutoring and community organzation).

The first retreat, July 15-16, was to the Episcopal Conference Center (Parishfield) near Brighton, Michigan. John Lohman and his wife Anita, a clincial psychologist form the University of Michigan, and Cy Wittes came as resource people to facilitate any discussion groups that might develop.

By this time, having had to take charge of the content of this seminars and make other decisions concerning their actions as a group, the Interns were choosing their own direction. They decided in a meeting with the Lohmans and Cy Wittes that they did not want to plan to achieve any particular goal but would rather let the weekend develop as it would.

Ultimately the Interns called upon the consultants more as individuals rather than as a group and talked on a one to one or one to two basis. The rest of the time they spent in physical activity.

A week later (July 24-25) the Institute went to Hayes State Park about 60 miles from Detroit to work on producing final drafts of five papers dealing with tutorials. The particular dates of the retreat were not arranged by staff planning but by the availability of the Outdoor Center at the park. As the staff drove out of the city on the Edsel Ford Freeway, we saw several large columnsof smoke rising a few blocks from the highway and one large fire on Grand River.

The Detroit Riot's Affect on the ITD

The tentatively planned schedule for the Institute ended abrupted at this point, but the experiences which followed helped cause the changes and growth the Interns underwent.

Many extremely difficult events and problems had come up and were dealt with before. (These will be detailed in the final documentation). However, the riots and the implications of the riots proved to be the culmination of all the problems and doubts that the Interns were having concerning the good that present social agency programs (and tutorials) are doing toward promoting social change.

The first reports of the riot came over the radio the evening we arrived at Hayes. All of the Interns were greatly troubled, because they felt that they should have been in Detroit to be with the people they knew. Thew were afraid of appearing as if they were running out on them.

Six of the fellows went back into Detroit when the riot were reported to have quieted down to determine whether or not it was safe for the group to return, and to check on the safety of one Intern's grandmother and the Intern from Detoit who had remained with his family during the riots.

They reported that several food distribution centers had been set up in ravaged areas where stores had been destroyed, and people were need to help in them. The danger was minimum according to their reports and the radio news, so those Interns wishing to return to help were allowed to do so. About half left Hayes while the others remained until the regularly scheduled departure the next day. The Interns who returned to Detroit all moved in with one Intern who shared the upper floors of a house on lower 14th Street in the quiet Spanish area. When the rest returned from Hayes, they joined the first group in the large house.

The staff's decision to move everyone into a safe area was not disputed. Some of the previously safe living quarters were obviously now to risky to reoccupy. However the decison to leave Detroit was greatly resented.

Parents of Interns had called steadily throughout the riots to Hayes Park check on their sons and daughters' safety and expressing their concern about the Institute's return to Detroit. The number of calls, the staff's own questions as to the safety of staying in Detroit with a possibility of the riots flaring up again at any time, the Interns' feelings of futility in working in food centers (because they weren't needed), and the knowledge that there would be no field work possible that 6th week of the schedule, made the risks, which were not clearly measureable, unwise to take.

The Interns were unhappy and angry because they felt that the decision to stay or go should have been theirs.

It was difficult, if not impossible, for the staff to gracefully retake the reins of decision-making power when they had adamantly refused to do so in the past. Over and over the staff had refused to make decisions thus forcing the Interns to depend only on themselves to make decisions and enjoy or suffer the consequences of those decisions. Through the summer's experience, the self-confidence they had gained, and the responsibility they felt for taking charge of their lives, the Interns had come to expect to be trusted with decisions and felt that they had been duped when responsibility had been taken from their hands without their consent.

The Institute moved to Parishfield on July 31. There the Interns spent nine days evaluating and talking among themselves. Although this informal and fairly unstructured time was not planned for it may have served to draw the summer together better than the formal week of evaluation and re-entry.

The first five days each member of the group worked 3-4 hours doing work for the caretaker of the conference center, to take care of room and board since funds were short. In the afternoon, small informal discussion groups met to talk about whatever was important at the time. It was through these groups and, perhaps, more so through the individual contacts between Interns and Interns and staff on a one to one basis that really helped them to begin to synthesize what they had learned during the summer.

Close of Institute and Post-ITD Activities

Although the official time of the eight-week session came to a close at Parishfield, the Institute did not end until about a week later. NSA and TAC leadership invited the Interns to the 1967 Student Congress at the University of Maryland to be resource people for free room and board.

The Congress provided an excellent place for them to use their new skills. The ITD staff saw them participating in meetings where they proved to have the best grasp of the problems at hand and facilitated profitable discussion. They in many cases, organized administrative details and were the most reliable workers on the Congress staff. Most revealing, however, was their willingness to take the responsibility of initiating discussions on tutorials.

Evaluation and Follow-up

A more complete study of the summer will help separate the impact of the unusual strains placed upon the group form the effects of the schedule of the regular training. These strains include, for example, the fact that during the first week the only Negro staff member, the field coordinator, was fired for incompetence and indiscretion, a fact which left the Institute understaffed and increased the amount of negotiations the Interns had to do for themselves when difficulties came up with their supervisors in the field work. Many field work assignments were unsatisfactory to the Interns because they felt ineffective. However, even the poorest assignments proved to be valuable in sharpening their critical sense of effective and ineffective social work. The riot frightened the Interns more psychologically than physically by causing intense strain and forcing the Interns to re-evaluate all of their ideas on how to cause social change which they had just gotten through re-evaluating or were in the midst of doing for the first time.

The most useful resource for evaluation of the training we have available are the Intern's Journals. The day the individual Interns were notified of their selection, they were asked to begin a journal which would record their expectations for the Institute before they came, first impressions, surprises, and thoughts, problems, activities, etc., throughout the eight-week training period.

The journals were handed in about twice a week and intended mainly for use at the end of the summer for evaluation. However, although the staff members said that they wouldn't read the journal until the end in order to promote complete candor, we found that the Interns expected us to and often used the journals as means for approaching problems they wanted some support on from staff that they found too difficult to personally mention first.

The frank approach and honesty with which these journals were written makes them our most valuable resource for evaluating the Institute. The final report will be produced, largely, from the information we gather from the jounals.

Twelve of the Interns will receive follow-up visits from the ITD staff; the others will be visited by TAC Field Coordinators. From these visits (and through correspondence with the others), we will be able to judge the affects of the leadership training on strengthening the projects and also to evaluate the degree of permanence of the positive change we saw in the Interns this summer.

We expect the projects to become more community-oriented, hopefully to the point of development reached by two of the Interns in their field work project this summer.

They were place solely in charge of creating a tutorial for 80 boys between eleven and sixteen who were second and third-time juvenile court offenders. They knocked on doors, phoned people, and made other personal contacts with the members of the community until they had enough human resources to run the program. After orientation for the tutors, and interested leaders had emerged, the Interns stepped back and allowed the tutorial to be completely community run. It was still going after the riots.

Summary

From the positive response of the Interns to the ITD training, it is easy to say that the Institute was successful in reaching all of its goals. It went beyon expectation in the intensity of the experience it provided for individuals involved.

The Interns lived and worked in the communities. There they learned to move and work with those communities to help make them independent of outside help and to see the need to stimulate interest in action.

They shared ideas on methods of operating tutorials and evolved more sophisticated programs based on this sharing while at the same time questioning the existence of tutorials as an aid to social change.

Above all, they became stronger individuals with well-developed leadership abilities.